The Education Quarterly

A Quarterly Review published in March, June, September and December each year

Ministry of Education
Government of India

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Vol. VIII No. 32

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THE EDUCATION QUARTERLY is published in March, June, September and December.

It provides authoritative information on educational and cultural programmes, activities and experiments in India and abroad. Its material is presented objectively and is free from bias.

Contributions intended for the QUARTERLY should be sent to the Editor, The Education Quarterly, Ministry of Education, Government of India, Room No. 31, Theatre Communication Building, Connaught Circus, New Delhi-1. **Only exclusives will be considered for publication.**

The annual subscription to the Journal is:

	Rs.	As.	Ps.	
India	8	0	0	
Ceylon, Pakistan, Aden, Nepal and Portuguese India. .	12	0	0	
Other foreign countries including Burma . .	12	0	0	or 12 sh.

The sale price per copy is Rs. 2-0-0.

Reduced rate per copy for Secondary Schools : Re. 1/- from June, 1956 to March, 1957.

Subscriptions and enquiries regarding supply of copies should be sent to the Assistant Educational Adviser (Publications), Ministry of Education, Government of India, Room No. 31, Theatre Communication Building, Connaught Circus, New Delhi or to the Manager of Publications, Government of India, Civil Lines, Delhi.

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M. Mujeeb

THE ALL-INDIA EDUCATIONAL EXHIBITION

THE Unesco General Conference was a most suitable occasion for the portrayal of all that has been achieved in the different fields of education. But education has its own norms. Statistics by themselves give only one side of the picture ; so do craft products. Charts can defeat their purpose by just being too attractive. An educational exhibition, if it is to fulfil its real function, must strike a balance between underlying ideas, the execution of these ideas, statistics, specimens of creative work, activities conducive to the development of personality, social ends to be attained, defects to be remedied. It must give an idea of all that is comprehended in education, as well as of the means being adopted to make the educational system comprehensive. The Exhibition organised by the Ministry of Education was both a statement and a question, a satisfying source of information, and a stimulant for the acquisition of further knowledge.

M. Mujeeb was born in 1902 and after graduating from Oxford, studied typography in Germany. He joined the Jamia Millia in 1926. *He is the author of several books on* history, politics and literature. He has been *Sheikhul Jamia* since 1948.

Looking at the Charts

An unobtrusive chart, extremely well-drawn, posed fundamental questions. "This We Are Doing"—teaching in classrooms and holding examination. "But Are We Doing This ?" And there followed a list of things which—apparently ?—we are not doing : fostering security and satisfaction, promoting cooperative learning, helping pupils to develop self-direction, to evaluate their own work, to learn develop values, fostering creativity, providing opportunities for social action. Those contented with the presentation of the progress made in Nursery, Basic and Secondary education, teachers' training, Social education, Rural Higher education, would have probably walked on. But if the chart caught the eye, one stopped, reflected, looked back at what one had seen, and wondered. In Basic, Secondary, Social and Rural Higher education the methods followed seem to indicate that we are doing all that this chart made us suspect that we overlook. Then why this chart, and why at this particular place ?

One went back, mentally, to the Pageant of Learning, the mural that dominated the entrance to the pavilion. It was a puzzle. Could not the story of Learning through the centuries be depicted realistically ? It could. But then we would see the process in time. The past would be past. We would forget that the historical process is being repeated in each of us in its essentials, that while the material aids have improved, the teacher is still the decisive factor. He is the beginning and the end of the story of education. Everything that is done is done by him. Everything depends on the questions he asks himself and the answers he gives to them.

Some Recent Statistics

Let us not, however, imagine that the teachers' task is easy. Since Independence, the number of teachers' training schools has risen from 650 to 860 and of training colleges from 41 to 77. But the number of Junior Basic schools has increased from 6,874 to 37,395 and of Senior Basic schools has increased from 129 to 1,120. The teacher-pupil ratio is 1:33 in Primary and 1:24 in Secondary schools, and in the Basic or Senior Basic schools it would not be very different. Exhibits and charts from

the Central Institute of Education and the Teachers' Training Institute, Jamia Millia, showed that teachers were being prepared more and more thoroughly to be precise, scientific as well as imaginative. They should bring far more enthusiasm and competence into their work than has been possible hitherto. But with a large class of students, almost inevitable insufficiency of equipment and a system of supervision and examination which bears no organic or logical relation to the methods of education, enthusiasm is not likely to survive and competence will add keenness to frustration.

Educational Reform

Would it not, therefore, be pertinent, after we have studied the progress made in formal and informal education, to ask ourselves whether we are doing all the things that ought to be done, if we are serious about education ?

At the Elementary Stage

However the actual realisation may compare with the targets laid down in the Five-Year Plans, our ideas about education are much clearer than they were before or shortly after Independence. Once upon a time Basic education was for its devotees the only means of salvation, and for the rest a conundrum. According to its new interpretation, as presented in the Exhibition, it comprises social activity, learning through craft, community work, self-government, consolidation of learning. The Basic school is no longer a school good enough only for the villagers. Its function is to serve the town as well as the countryside. It is a means of community education. Correlation is still something extraneous, a string which the teacher pulls out of his pocket during the lesson to fasten together the bits of information of which his syllabus is composed. He may do it so expertly that the bits fastened together appear to be one piece. He may do it so clumsily that the bits fall apart before the lesson is complete. But correlation has to be emphasised because craft-work is still too much "activity" and too little "work"; its value still seems to lie in its being manual, the mental discipline involved in it is overlooked. There is still danger of the social qualities developed through the new conception of Basic education being undermined through lack of insistence on the fact that the purpose of teaching crafts is to inculcate the habit of conscientious work and set high standards of personal competence.

Much of the confusion about Basic education was due to the absence of any authority qualified to define its nature, methods and objectives. Till 1954, the Union Ministry had only a section that was concerned with Basic education. Now it has a Standing Committee to consider policies and a National Institute to consider its problems and to conduct research on questions that have arisen or may be expected to arise as a result of particular methods being followed. The Ministry has organised seminars and published books on Basic education. We may hope that within measurable time we shall be as precise in the definition of our objectives and in the means of attaining them as craftsmen who take pride in the work.

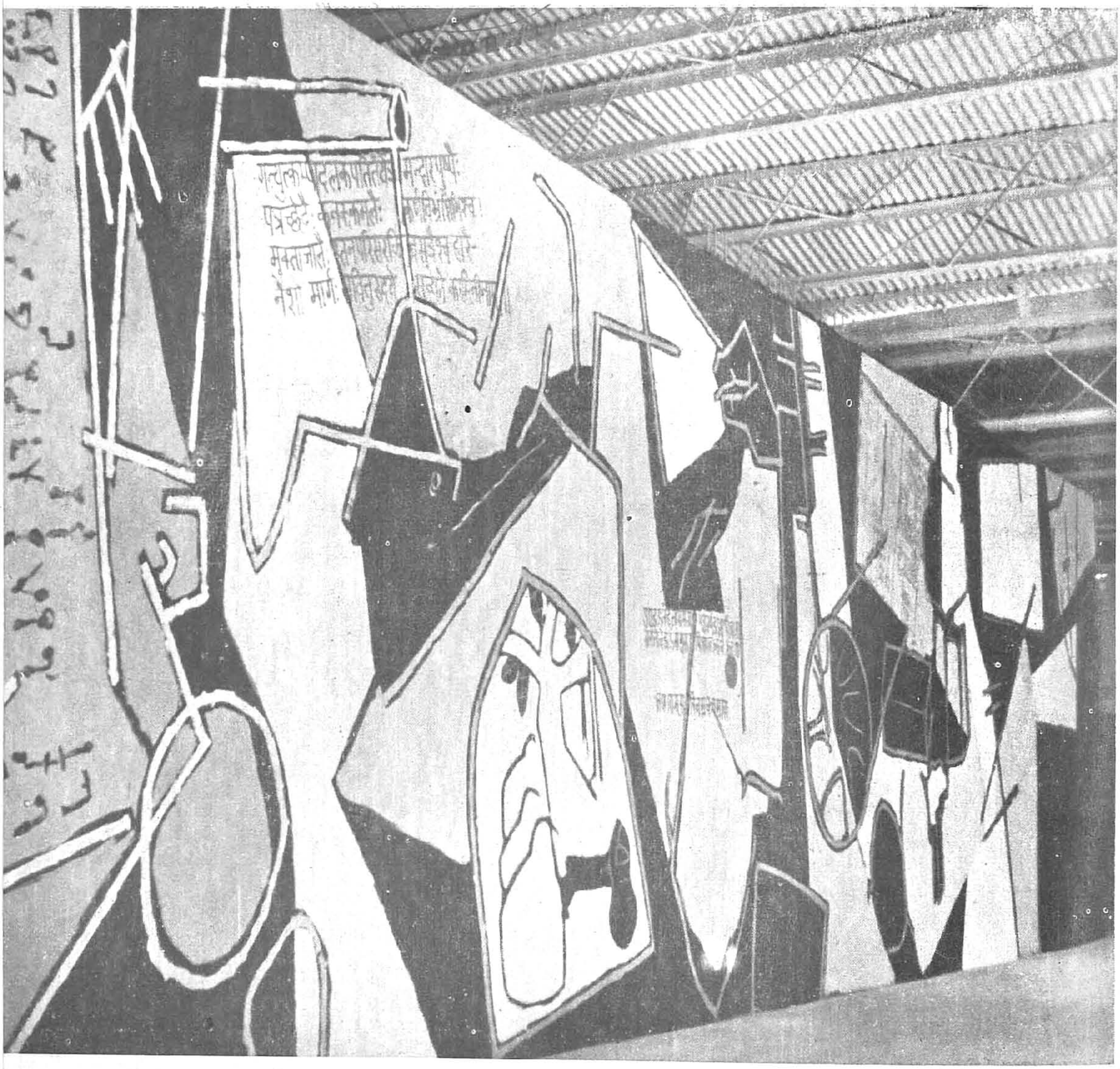
At the Secondary Stage

A movement for the reform of our Secondary education should have followed close upon the launching of the scheme of Basic education. If India had been free, the exigencies of war might have led to experiments in Technical education at the Secondary level, and to revision of existing practice. Technical training was started, but mainly as a war measure, and after the attainment of Independence, University education was for some reason given priority. Now, however, a draft syllabus for Multi-lateral Higher Secondary schools has been prepared, along with draft courses for individual subjects, and a National Council of Secondary Education stimulates and guides the development of Secondary education along new lines. The Multi-lateral schools will require more buildings, more staff, closer individual attention to the student and more reliable methods of assessing attainments. But encouragement and assistance from the Centre is breaking down the resistance of habit and number

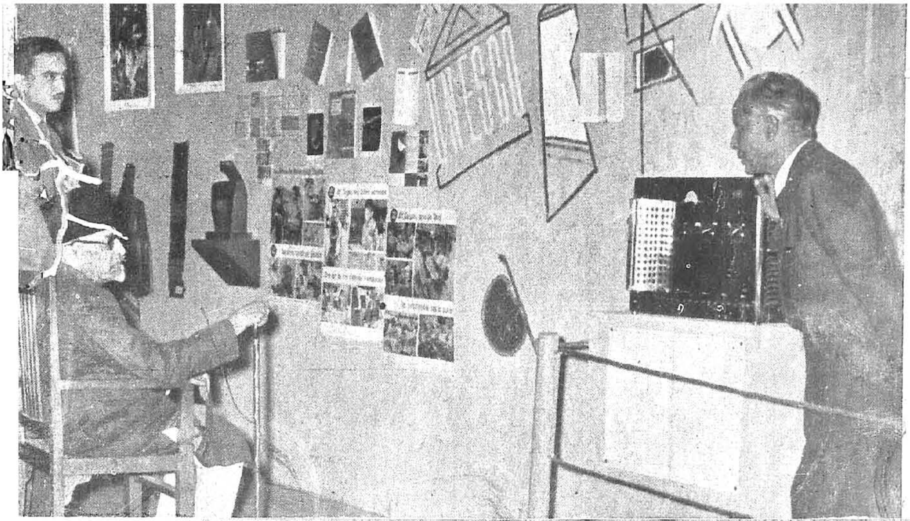
The Exhibition opened with a symbol of all learning—a large slate.

CONNEMARA PUBLIC LIBRARY
26 FEB 1957
MADRAS

Children's Corner



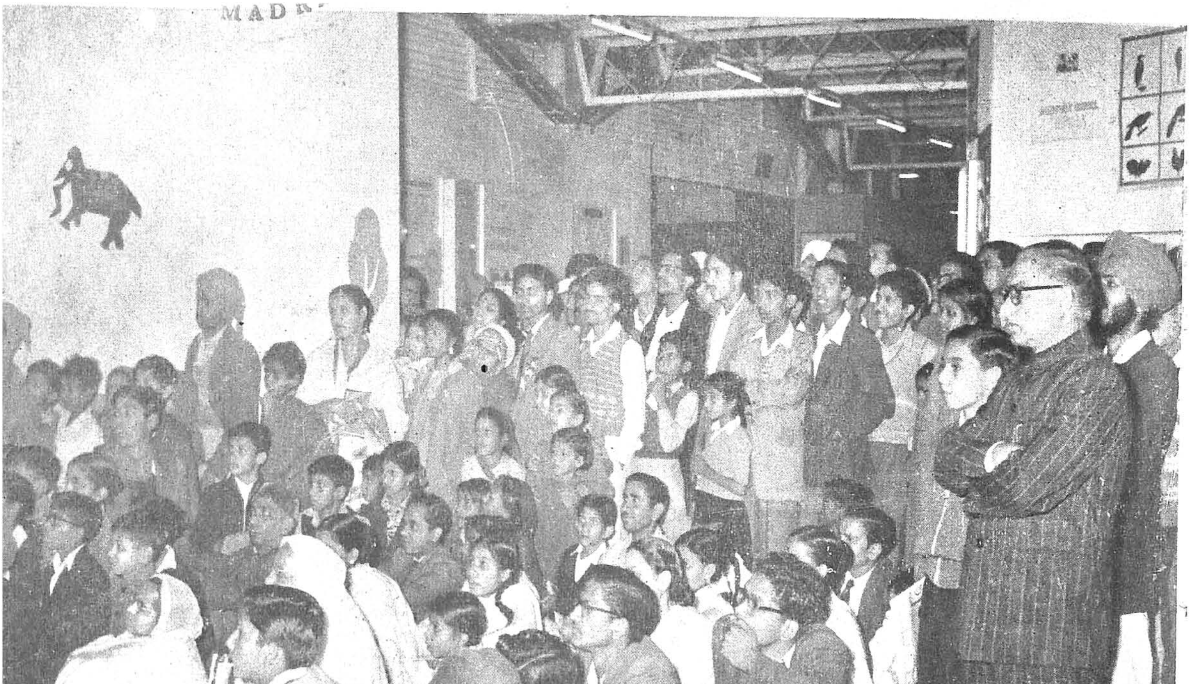
The pageant of learning by M.F. Husain—the mural that dominated the entrance to the pavilion.



The Minister for Education sits down to study the Unesco stall in the All-India Educational Exhibition.

The documents at the National Archives attracted crowds.

Studying a 'portrait in toys' of a handicapped child's mind.



dren's films screened daily at the Children's Corner were a special and very popular attraction to children and adults

of Multi-lateral schools is gradually increasing.

Reducing Pressure on Universities

The Multi-lateral Higher Secondary school ought to provide a self-sufficient course, and conditions of employment under the government ought to be so modified as to enable recruitment to be made from holders of Higher Secondary certificates. This would reduce the pressure on the universities, whose enrolment has risen since Independence from 241,369 to 617,715. The increase in expenditure has been about eight times, from 4 crores 61 lakhs to 32 crores 69 lakhs, which means that universities are much better provided with staff, building and equipment. Perhaps it is still too early to demand that enrolment in the universities would have some known relation to the careers open to graduates, but it would have been a great consolation to those distressed by the increasing unemployment among the educated if the Exhibition had given some indication of how University education was meeting the needs of the country.

Establishment of Rural Institutes

The Indian Universities Commission's report threw out the suggestion that some institutions ought to be helped to develop into Rural Universities. The suggestion appealed to many, and from some pronouncements it seemed that a rural university or two would soon be established to give a new orientation to Higher education. What ultimately emerged was the plan to establish ten Rural Institutes, which would have departments of Rural Services, Engineering, Agriculture, Teacher Training, and, where, advisable, Health. The Department of Rural Services is perhaps the most interesting as an adventure in education, because it seeks to achieve a balance between academic study and practical work, without lowering the standards of either. A Diploma in Rural Services would, because of the academic content of the Rural Services course, entitle its holder admission in the M.A. or M.Sc. class of any university, while the practical work in connection with a compulsory subject, comprehensively defined as Introduction to Rural Problems, would make him eminently eligible for service in the Community Projects. As all the Rural Institutes are situated in or near Community Project or N.E.S. areas, excellent opportunities should be available for cooperation between the agencies of education and of development, thus making education both purposeful and realistic.

Practical Aspects of Technical Education

Relationship between courses of study and actual problems or situations is something that needs to be introduced in Technical education as well. It would be presumptuous for a layman to pass judgment on the courses or the methods followed in a Technical college. But the exhibits of Technical schools and colleges did not give evidence of any desire to abandon the traditional methods in favour of such as had already proved their value in other countries. It may be that the public works departments are not yet in the mood to let immature minds tamper even theoretically with their projects, or perhaps the Technical colleges themselves feel that they would be going too much out of their way if they made their students learn by practising their mathematical knowledge and engineering skill on actual constructions. But even the photograph of a road or a bridge or a simple machine built by students would have been most stimulating.

Reading and Libraries

This is not to insinuate that any methods of teaching have been discovered that reduce the value of reading or of books. Considerable space had been allotted in the Exhibition to the section on libraries. There were publications and reference books that seemed to have known better days, but the significance of an efficient library service would have been impressed upon anyone who stopped to have a good look. Except for the period of early childhood, hands are the agents of the mind, and can perform their function well only if the mind is able

to direct them. It is all to the good if libraries are counted among the essentials not only of education but of a properly organised civic life.

What Price Audio-Visual Aids ?

Could one say the same of audio-visual aids ? The Exhibition contained an array of projectors and other equipment, and there can be no gainsaying the fact that a picture projected on a screen does attract attention. Advocates of audio-visual aids have quite convincing stories to tell of results achieved by showing films on what could not be produced or presented on the spot in material form. But there is something about the cult of audio-visual aids that looks like providing crutches for a person who has the full use of his legs or spectacles to a person with healthy eyesight. Can a mind develop without exercising its power of imagination or apprehension to the full ? Can a teacher establish closer relationship between the working of his own mind and that of his pupils by appealing to a mechanical device ? But there can be no doubt that projectors exist, and so long as they do, they will have to be used.

Extended Boundaries of Education

Other fields of activity, more significant than audio-visual aids, show how inclusive education is becoming. The education of the handicapped, left so far to the accidents of philanthropy, has been taken up in a determined way. It will require considerable expenditure of energy and funds, but once it has been recognised as a government responsibility, it will continue to expand in scope and improve in quality. At the opposite end—metaphorically is the Youth Welfare Unit of the Union Ministry of Education, whose promise of providing opportunities for recreational and cultural activities will serve as a more effective argument than any other single programme for convincing the youth that their state is a welfare state, devoting a proper share of attention to the interests of every individual citizen. A complementary programme is the award of scholarships. It is a very good thing that the scholarships benefit the Scheduled Castes, the Scheduled Tribes and other backward classes ; what gives them real meaning, however, is that they give to the poor man's son or daughter a chance to make a way in life along with the economically favoured. It is the next best thing to a general system of equating opportunity with talent.

The Pageant of Learning

To revert to the mural that dominated the Exhibition : one cannot understand the meaning of education if one looks at only one part or one aspect of it. One must see the whole of it, even if at first sight one feels that it is an enormous puzzle. The Educational Exhibition definitely succeeded in giving a vivid picture of the whole of education and of the educational and cultural activities. Nursery, Basic, Secondary and Adult and Social education in all their diverse aspects, rural and technical institutes, universities, art schools, archaeological work, the National Academies, the record of the National Commission for Cooperation with Unesco, something of Unesco's work, library service, audio-visual aids, and the National Archives with intriguing documents, illuminated maps of the development of Hindi, and last of all, the publications of the Ministry of Education were all there. And as one left, one had again a look at the mural, the Pageant of Learning, this time with more understanding.

Humayun Kabir

An Indian Observer's Comments on Some Problems and Experiments in American Education

We publish below the first instalment of Professor Humayun Kabir's observations on educational experiments now being made in the United States. Professor Kabir's report is intended primarily for Americans and Indians, and has so much bearing on the Indian educational scene that it is likely to be valuable to our administrators and teachers. We would welcome comments replies to these articles from our readers.

—Editor

IT would be presumtuous for anyone to attempt a final or authoritative judgment on the educational system of another country after a brief visit of five to six weeks. Such a task is difficult in any case but there are special difficulties in the case of education in America. There are, I have been told, over 60,000 school systems in the country with a great deal of local authority and control. In fact, it is this variety and vitality of American education which makes the most vivid impression on an observer from abroad.

Humayun Kabir, M.P. and formerly Educational Adviser to the Government of India, is an educationist of international standing and a scholar and writer of repute. He has been abroad a number of times on lecture and study tours.

The distribution of authority among a number of local institutions may have been due to the geographical and historical situation in America. In the past, difficulties of physical communication made local autonomy almost inevitable. In course of time, the demand and need for autonomy was buttressed by the diversity of the immigrant stocks which flowed into the country during the last 100 years. With different backgrounds and traditions but almost always sturdy individualists who left their land of origin because they wanted more freedom and scope, it was natural that these small groups and communities should cling to the autonomy in education and religion which had been imposed on the country by the difficulties—in some cases the almost total absence—of communications.

One can easily think of the many disadvantages which follow from such wide dispersal of educational authority. To mention only one, it makes planning of education on a national scale difficult, if not almost impossible. In the present age no nation, however rich in human and material resources, can dispense with planning in the broadest sense. Changes and improvements are a constant need in all educational activity and yet they cannot in such a situation be carried out except by convincing one local authority after another. Perhaps an even greater disadvantage in such local control is the risk of developing local tensions and pressures which may, and at times do, work against the best educational practices. In spite of these and other drawbacks one could mention, the dispersal of authority among a large number of local communities has had one great advantage in developing local initiative and leadership.

Checks on Local Authority

While local autonomy is a basic fact in American education we must not overstress

the case. In spite of great freedom in many matters, there appear to be two quite significant checks on local authorities. The first arises out of the rules and regulations framed by the State prescribing the years of schooling, the training and qualifications and in some cases the conditions of service of teachers, the standards of building and equipment, and I was led to believe, the general pattern of the curriculum and courses. The other check is the existence of professional associations which are organised on a national basis and have often quite a decisive influence on the content and methods of education. In fact, these professional associations are in some cases more powerful than the State authorities and it seems obvious that where a State authority cannot resist their pressure, a local authority would be still less able to do so.

Office of Education—Ministry of Education

Another thing which struck me in the educational picture in the United States is the conscious withdrawal of the Federal Government from the role of educational leadership in the country. The Office of Education is a powerful agency for collection and dissemination of information, and since all such collection and dissemination must from the nature of the case be selective, it exercises in an indirect manner a great deal of influence on American educational thought and practice. What I want to emphasize is that the Office does this in an indirect and in an almost involuntary manner. In law, the position of the Office of Education is not very different from that of the Ministry of Education in India. In India also, education is a State subject and the Union Government has no legal function in the field except to coordinate facilities and maintain standards in Higher education and in Technical education. In fact, the Union Government plays an almost decisive role in the formulation of all educational policy at all levels through a series of conferences and consultations with state educational authorities and other educational experts. The difference in the attitude of the Ministry of Education and the Office of Education may perhaps be expressed by saying that the Office of Education, even when it influences national policies, is reluctant to admit the fact, while the Ministry of Education is continually taking the initiative in discussing problems, devising remedies, and framing policies which are then translated into action by the State Governments and local education authorities.

This diffidence of the Office of Education, and up to a point also of the State educational authorities, is a measure of the devotion to the cult of local autonomy. The pervasive but imperceptible influence of the Office may be deep in certain respects. The authority of the State Departments of Education may be overriding in matters of regulation and rules. The impact of the great national associations and organizations may be decisive in the attitudes and behaviour of the teachers, but nevertheless the most vivid external impression is one of local diversity due to the play of local forces. The great differences in pay scales and conditions of service of teachers are only a reflection of these local differences in the attitude to the whole business of education. Even the content of education is partly influenced by the local community. There are marked differences in their attitudes to what may be called academic, technical, or professional education. These diversities make it even more difficult to make a rapid or homogeneous survey of the American educational scene.

The Fund had indicated that there were three types of educational experiments now being carried out in the country which it regarded as of special significance for the future of American education. The first related to experiments in the use of teaching assistants to relieve the teacher of routine non-teaching work incidental to the organisation of schools and classes. The second was concerned with the use of audio-visual material—in particular television—to increase the effectiveness of teaching and make it feasible for one teacher to deal with much larger numbers than he has heretofore done. The third concerned the organization of graduate studies to find out if it was adequate to meet the dual demands of research and teaching and the consideration of measures which may be needed to meet the

increased demand for college teachers in the coming decade.

Teaching Assistants

Regarding the first, it is obvious that there are certain chores in the classroom, especially in the school stage, which the teacher normally performs but which have little if any educational significance. The calling of rolls or collection of various types of funds, cleaning up the classroom or black boards, obviously are not educational activities. Correction of exercises—where the exercises are mere drills in fact—or recitation of past work may also be cited as activities of not great educational significance. It can and has been argued that a teacher may be relieved of some of these tasks so that he or she can give more time and attention to the really creative aspects of teaching. Such division of labour, if feasible and carried out, would also raise the question whether good teachers, and the number is always small, could not serve a larger number of pupils and thus provide better service to the entire community.

Television in Education

The second series of experiments is concerned with improving the quality of teaching at schools and colleges by bringing a larger number of students into direct contact with the ablest teachers. Audio-visual aids seek to arouse the interest and hold the attention of pupils and as such help the teacher to do his or her work more satisfactorily. I will confine my remarks only to the experiments in the use of television.

Like the use of teaching assistants, the television programmes are intended to extend the scope and operation of good teachers in essentially teaching tasks. Since outstanding teachers at any level are only a fraction of the teachers actually on the job, television may be the only means by which a large number of pupils may be reached by them. In addition, television may also relieve the teacher of the need of repeating the same lecture to a number of classes and permit him to use the time and energy thus saved in both improving himself as a teacher and giving more attention to the needs of individual pupils.

College Enrolment and Teaching

The third field of inquiry, namely the organization of graduate studies as a preparation for teaching in colleges, has assumed a new urgency in view of the steep rise in college enrolment that is expected during the next decade. This problem has two aspects. The first is the question of the level of knowledge and competence of the teacher in the college. Unlike the United Kingdom or India, American colleges prefer to recruit their teachers mainly from Ph. D.'s. The Master's degree in America does not, I was told, mark a sufficient advance on the Bachelor's degree to justify its use on a large scale for the recruitment of teachers in colleges.

The second aspect of the problem is the question of the suitability of the Ph.D. as a preparation for college teaching. It has been said by many competent critics that the Ph.D. is in any case the result of specialized study in a narrow field and cannot guarantee the same competence over an entire field as the M.A. in the United Kingdom or India is expected to do. Some have suggested that the Ph.D. in teaching is the remedy. Others believe that teachers in colleges should be given the same kind of professional training as is often given to teachers in schools, but by and large the universities have not accepted either of these suggestions with any degree of enthusiasm.

A little reflection will make it clear that ultimately all three fields of experiments deal with one basic problem, namely, the better utilization of the available teaching resources of the community. Whether it be teaching assistants or teaching aids like audio-visual material and television or better preparation of college teachers, the problem is one of making a limited number of teachers do the greatest good to the greatest number of pupils. This is a crucial issue for any community or country at any time. The next generation will largely be

what the teachers of today make it. With the continual expansion of educational opportunities to all sections of all communities all over the world and the growing interlacing of interests which continually bind the world into a closer unity, the p o-blem of effective education has become one of the pressing issues of the day. The astonishing and to some extent frightening advances in technology help to underline this fact.

Breaking Stones..... Building Temples

The shortage of good teachers in such a situation is a real menace to the prosperity and indeed the survival of a community. Teachers are a multiple factor in the sense that one good teacher can turn out 30 or more good pupils a year while the bad teacher can do just the reverse. One generation of bad teachers can lead to a crop of poor students who when it is their turn to become teachers will turn out still poorer products. Loss of quality in teachers can thus in a few generations bring down a community from the highest pedestal of progress. Any attempt to check such tendencies, and still more any endeavor to improve the quality of teachers, is thus a task of the highest national importance.

II

Regarding the use of teaching assistants, I find that there is some difference in the practice at Fairfield and at Bay City. At Fairfield, the assistants are recruited from persons who are not trained and have no intention of being trained as teachers. I asked some of the teaching assistants what had attracted them to the job and received the reply that they found it pleasanter to work in a school than in an office, but they were not interested in becoming teachers. The case for the employment of teaching assistants depends on the growing recognition that the various elements in the teacher's daily normal routine do not have the same educational significance, but the Fairfield programme seems to carry any possible division of functions in the classroom too far. Even though some of the activites in the classroom are not educationally significant, the dominant atmosphere in the class must be educational. The attempt to separate sharply the non-educational aspects of the teacher's work does not provide a sufficient basis for the permanent presence of a second adult in a classroom of small children. In fact, the presence of a teaching assistant who is not interested in teaching is prone to affect the interests and efficiency of the class. The indifference of the teaching assistants to the class work is likely to affect adversely the pupils in their day to day work, and what is equally important, may act as a deterrent in the recruitment of future teachers from among the pupils of the present generation. It has also to be remembered that even though some part of the teacher's work is clearly routine, the way in which the routine jobs are performed has an impact on the total teaching situation. One may recall the answer which two stonebreakers gave to the same question. One was breaking stones while the other felt he was taking part in the building of a temple of God.

In the Bay City experiment, the teaching assistants are in many cases persons who want to become teachers. They are as such interested in education and look upon the work of a teaching assistant as really apprenticeship for a teacher's job. I also found that some of the teaching assistants had become interested in teaching only after they came into the school and were now looking forward to a period when they would themselves become teachers.

The Teaching Fellows employed at Fairfield may be regarded as a special type of teaching assistant. These Fellows are students from training institutions and are as such teachers in the making. Though they were being used largely in the same way as the teaching assistant, the results in the two cases were markedly different. The Fellows were interested in the work and looked upon the tasks allotted to them as preparation for their future vocation. As such, they worked with inspiration and enthusiasm and the pupils in their charge seemed to enjoy the classes far more than was the case of pupils where teaching assistants were employed. If the award of fellowships is intended to encourage and help poor but meritorious students in

training colleges, it is an excellent scheme. It may also have an indirect influence in attracting some of the poor but brighter pupils to the training colleges. If, however, the purpose of this scheme is to attract new recruits to the teaching profession, the grant of such fellowships to graduates in liberal arts or sciences may prove more effective.

The main purpose, I take it, of using teaching assistants is to relieve the teacher of a good deal of the drudgery of classroom work, and enable her to devote more time to the actual business of teaching. The demands made on her time for various types of extra-curricular activities are constantly on the increase. Almost every teacher I asked, and not only in Fairfield and Bay City, told me that one of the things she needed most was to be able to get away from the class for a half hour or even for 15 minutes. The presence of a second adult in the class gives the teacher his opportunity and so far as the pupils are concerned, it seems to make no difference at all to them.

The use of teaching assistants also enables the teacher to plan out her work more effectively by paying greater attention to those aspects which are difficult or significant. She can also give greater individual attention to pupils. I found that one teacher in Bay City had taken advantage of the presence of the teaching assistant to divide her class into three groups of the ablest, the average, and the below-average. The teaching assistant could generally deal with the average group while the teacher gave more attention and time to the two extreme groups. She had also tried the ingenious device of picking up children from the less able group and making them work occasionally with an abler group to see how far they could meet this greater stimulus and challenge. Her experience was that such brief incursions into an abler group invariably improved the performance of the child.

The use of the teaching assistants has also made the teacher think afresh of her work. She can plan out what she wants to do herself and what she can delegate to her assistant. Such re-thinking is valuable in any field of activity and in education it is an almost inescapable need if teaching is not to degenerate into mere drudgery.

Summing up my impressions about the use of teaching assistants, I would say:

1. The use of teaching assistants has proved a valuable expedient for relieving the teacher of some of the drudgery of teaching and more important, of giving the teacher an occasional break when she can relax.

2. The use of teaching assistants also enables the teacher to divide her work according to importance, to separate the more creative aspects of education from those which are routine. It also enables her to pay more individual attention to pupils who need it.

3. Teaching assistants are most useful when they come as apprentice teachers and regard their work as preparation for their future vocations. The only exception may be in the case of older women who are fond of children and want to help in school work but do not have the necessary competence to qualify as teachers. In any case, interest in education is an essential condition for the success of the scheme.

4. Work as teaching assistants is perhaps the best possible preparation for future teachers. Not only do the assistants gain a good deal of valuable experience but what is equally important, they see an experienced teacher operate and are continually learning in the process.

5. The success of the scheme, however, depends on the use the teacher makes of the teaching assistants. The teacher should, and I was told actually does, have a decisive voice in the choice of the assistant. Nothing could be more harmful than the presence in the class of a person whom the teacher does not accept.

Teaching and Training

The Harvard practice of an intensive summer seminar followed by one semester of professional training and one semester of teaching in a school has great possibilities, but I feel that the interns who come for their professional training without the experience of a semester's actual teaching do not get as much out of the programme as those whose professional training follows the period of teaching. If the programme could be so organized that the professional

training always succeeds actual experience of teaching this would be an almost ideal programme for rapid training of teachers.

These programmes have an additional advantage in that their graduate students are invariably abler and more mature than high school leavers. As such, they can pick up the skills and techniques of teaching much more quickly. More important still, the institution of these programmes is making the teachers in liberal arts and science colleges more conscious of the needs of education and thus opening out a wider field for the recruitment of future teachers. The following additional means may also be considered for dealing with the teacher shortage which faces the country today:

1. The recruitment of able and trained older people, many of them perhaps trained women teachers, on a whole-time or part-time basis. Many married women or older persons are unable to do a full day's job but would be glad to work for half a day. Two such persons could easily take on the task now performed by a single teacher and in many cases do it better than a single person.

2. In view of the shortage which is foreseen, there is no reason why temporarily the age of retirement cannot be pushed by three to five years.

3. Special programmes of training and preparation could be instituted for able and untrained persons. The British emergency recruitment of teachers after World War II offers a good example of how new sources can be tapped. Many of the persons from Army, Navy, or other professions who were given special courses of training have proved excellent teachers in Britain.

4. An attempt should also be made to bring back into the teaching profession highly qualified men who are now doing jobs where their higher qualifications are not needed.

I would regard the attempt to bring back married women into the teaching profession as the most interesting aspect of the Fairfield programme. I understand similar programmes are in operation or contemplation in other parts of the country as well. In such women, America has an almost unlimited reserve of suitable personnel for teaching. Every year a large number of trained women go out of the profession after marriage. Very few of them ever come back. If this source is fully and properly utilized, it will not only help to solve the problem of teacher shortage but may also greatly improve the quality of teaching. Mature women who have raised their families are likely to be better teachers of young children than young unmarried girls. It would also help to solve a growing social problem. As the children grow older and start going to school, many of the married women do not have enough work at home. They find time hanging heavy on their hands and their utilization in the schools would thus be doubly beneficient.

J. Bronowaski

THE EDUCATED MAN IN 1984*

THE education of the man of 1956 was largely formed twenty or thirty years ago. When we ask what today's education should do, the man we have in mind to inform and to form is the man of twenty or thirty years hence. Thus the year 1984, the year of George Orwell's book, carries a symbolism which our education ought particularly to keep in mind.

Education in schools and universities has many functions. I shall confine myself to two, both of them dominated by the skills which we need in order later to carry on adult life. Education in this sense is learning to do something quite precise.

Even so, there are different things to be learned, or rather there are different purposes for which we learn things. The young man at night school learns book-keeping in order to keep books. An engineering student learns the Calculus in order to become an engineer. A historian learns Medieval Latin in order to read documents. These are examples of education for a very specific purpose, and since this purpose often helps us to earn our living, I think of it as vocational education.

But I knew a man once, a school-master who had just retired from teaching Mathematics, who then learned Italian in order to read Dante. What he learned was indeed precise, and the purpose specific, yet I cannot feel that this was vocational education. The learner was fitting himself to derive from the work of Dante a larger, deeper sense of the many-sidedness of human life than had reached him in translation. At sixty-five he was fitting himself not to make a living but to live.

Humanism Doomed Unless.........

This is the purpose for which we learn English and Arithmetic and History at school, for these are subjects which do not stop at a single need, at writing letters and making out bills. They inform and hold together the fragments of society, so that they form and, in a sense, are its culture.

But my subject is science as part of culture, and a scientific education as a necessary part of our cultural education. Our society is divided between the past and the future, and it will not reach a balanced and unified culture until the specialists in one field learn to share their language with those in another. The scientist has much to learn still, in language and thought, from the humane arts. But the scientist also has a contribution to make to culture, and humanism is doomed if it does not learn the living language and the springing thought of science.

The syllabus of schools and universities is always in movement from vocation to culture. No doubt reading was first taught as a strictly useful skill; certainly Latin and Greek were first taught for clerical use. Some subjects in the syllabus remain vocational subjects; others turn out to have a wider range of uses. Men find that, whether they are farmers or mechanics or bank clerks, they cannot do without them. So in time these subjects cease to be the prerogative of specialists and become general needs.

From Creches to Reactors

Science was once the concern of specialists and now enters into the life of everyone. The switchboard and the motorcar, the treatment of flour and of cigarette paper, the building of a creche and of an atomic pile are our daily concerns. We simply cannot dissociate ourselves from the hot water system, the airmail, frozen food and linotype machine. A nation where the

* Reprinted from *The Unesco Courier*, May 1956.

screwdriver and the fusebox are still handled with suspicion is today a backward nation.

When a society is penetrated by technical skills and engines, the decisions of State cannot be taken out of the context of science. No voter can advocate a policy on Myxomatosis without a general sense both of the ecology and of the economics of rabbits. And no Member of Parliament or Minister can make intelligent judgments on such a profound issue as the secrecy which surrounds fundamental atomic research until he is at home in the tradition of science since Giordano Bruno and Galileo. The fate of a nation may hang on an error of judgment here.

To make science familiar as a language, we must start in the schools. General science courses suffer from two handicaps: they have to be planned as part of the education of the scientists as well as the non-scientists and they are tied to the rather dull resources of school laboratories.

Fixing our minds more especially on the non-scientist, I would propose less Mathematics than he does now but more of a more practical kind. The language of Mathematics is still taught as a dead language ; there should be more translation from everyday facts into Mathematics and back into the everyday. Statistical methods should be made part of the education of everyone in schools and universities, for only from statistics can the non-scientist learn to use averages and approximations.

My second proposal concerns the teaching of Physics and Chemistry : I think that the atomic picture should be made central to both subjects much earlier than at present. The picture of the way atoms are assembled can be made real and exciting to the non-scientist because it lends itself both to geometrical and to statistical thinking.

My third plea is for more biological teaching : there is a wealth of natural material and natural interest in plants and insects and in animal processes which we allow to wither. Biology offers us a path into scientific thinking by way of the pleasures of collecting and of skill of hand. Liking to collect, to observe, to draw, to take apart and to put together—this is how many children and adults of little other education find their way into the arts, and could find it into science.

Fourthly, I think we need to teach science as an evolution of knowledge. For the evolution of science goes to the heart of the scientific method : it shows at each step how the logical deduction from what seems to lie behind the known facts must be confronted with experience. We make an induction, we put the deduction from it to test, and on the results we base a new induction—this is the progress of science.

To these four general points I will add a fifth : that every boy and girl, every undergraduate, should do one small piece of personal scientific research. It can be as simple as the pitch of an insect's wing beat, or the composition of a rock, or growing a crystal ; but I believe that this small practical experience could change the light in which non-scientists see the long and unsung vigils of the solitary research worker.

Science must become part of our culture or we shall fail, not to train scientists, but to preserve our culture. It is certain that the educated man in 1984 will speak the language of science. Will he be a specialist, a scientist or technician with no other interest, who will run his fellowmen by the mean and brutal processes of efficiency of George Orwell's book ? Or will he be a humanist, who is at home in the methods of science, but who does not regard them as mere tools to efficiency ? The choice between 1984 and an earthly paradise does not depend on the scientists, but on the people for whom they work. And we are all the people for whom science works.

H. G. Wells used to write stories in which tall, elegant engineers administered with perfect justice a society in which other people had nothing to do except to be happy. But a world run by specialists for the ignorant is, and will be, a slave world. By leaving science to be the vocation of specialists, we are betraying democracy, so that it must shrink to what it became in the decline of Athens, when a minority of educated men (who had to be paid to make a quorum) governed 3,00,000 slaves. There is only one way to head off such disaster, and that is to make the educated man universal in 1984.

G. Mialaret

PERCEPTION AND EDUCATION*

"Nihil est in intellectu quod non prius fuerit in sensu" [1]

IS it necessary, these days again, to draw the attention of educators to this point, and to stress truths which appear to be universally accepted ? And what purpose can there be in dwelling on the part played by visual and auditory perception in education ?

We are, in fact in a position to question whether this old scholastic adage still retains the same significance. Psychology has progressed : the technical conditions of civilized life have evolved ; the very aims of education have undergone a change ; man's place and role in the universe are no longer the same as they were several centuries ago. It is therefore useful that we should constantly review the age-old problems in the light of our present knowledge, strive unremittingly to find a solution to the difficulties involved in the education of man, and continue to concern ourselves with his true condition, not merely as a barren metaphysical exercise, but from the practical point of view of ordinary everyday education. Discussion of teaching methods is useful only in so far as it is based on practical teaching experience and leads to the introduction of more effective teaching methods.

The introductory discussion of the theoretical problems is thus no mere dialectical exercise, but an essential step towards increasing the effectiveness of our work. We therefore propose to discuss a number of theoretical points with a view to emphasizing the importance and diversity of the subject, before presenting the results of our own personal reflections.

Notwithstanding the statement of W. James, the American psychologist, to the effect that "the amount of psychology a teacher really needs to know could be contained in the hollow of the hand", [2] pedagogical science cannot remain indifferent to the results achieved by modern psychology. For an educator to attempt to ignore psychology would be as wrong and dangerous as for a doctor to attempt to ignore physiology. Since we set out to transform our pupils, we must discover the best means of doing so and must, therefore, make a detailed study of the mechanism to be transformed. Neglect of the elementary laws of child psychology may lead to loss of time, besides exposing the pupil to traumatisms with unforeseeable results.[3] We must therefore study the psychology of perception and apply the results in the form of teaching precepts in the practical educational field.

Before dealing with the "means" of education, however, we should perhaps first take a quick glance at the aims, and see how the problems of visual and auditory perception are involved. The importance of any particular psychological function, and the form it assumes, will depend on the particular aims of each teacher. If, for

* This article has been supplied by the Education Clearing House of Unesco, Paris through the Indian National Commission for Unesco, as part of its programme of exchange of technical information on education. The views expressed by the author are his own and are not necessarily those of Unesco.

1. "Nothing is in the understanding which did not come through the senses"

2. W. James—Causeries Pedagogiques.

3. See G. Mialaret—*Question de psychologie travaux pratiques*, Chapter : La *connaissance des eleves.* Ed. du Scarabee.

example, the educator's purpose is to convey, orally, certain information and ideas important to the social group only, then auditory perception becomes of paramount importance ; in a system of education concentrating mainly on training in behaviour, on the other hand, visual perception plays a leading part. The first question we have to consider, therefore, is this : what are our main aims in education ?

To answer this question fully would require a long book, for it involves the whole conception of man. We shall confine ourselves, here, to essentials. Man, we see it, is the product of three different sets of influences to which he is constantly subjected, and the importance of each of which varies with the individual :

physiological maturation, which is bound up with the life of the human species ;

the social group and physical environment in which man lives and develops ;

personal characteristics, which account for differences between individuals despite identical biological characteristics and identical environments.

Education strives, subject to the limitations imposed by environmental conditions, for the fullest development of the individual compatible with social factors ; and the achievement of a balanced personality through the synthesis of all the diverse and sometimes conflicting influences to which the individual is exposed. But the balance must never be achieved at the price of rigidity, for education must foster the dynamism which lies in every human being, and so enable him to advance along the road of civilization, adding his stone to the edifice raised by mankind. Adaptation to his environment, maximum development of individual potentialities, and training in looking beyond the immediate present towards a better future—such we might say, in short, are the aims of our educational system.

How are these aims to be attained ? Assuming that man is an educable animal, the question is to find the best means of educating him. To train a child is not difficult ; the real problem is not how to educate the pupil, for that there are many ways of doing. No, the real problem of teaching is how to teach the pupil the maximum amount with the minimum expenditure of effort. It is here that perception comes in.

We have, in order to train a child, to find a means of communication between his mentality and ours. Adult language is one of the means for communicating thought, but it pre-supposes almost identical levels of psychological development. A. France said, about grown-up people, "We are constantly talking but we never understand one another". This is even more true of relations between adults and children ; our language is not immediately understandable to children who are still only at the stage of acquiring it ; our mentality is different from theirs, and the meaning we attribute to words is not the same as theirs. In the course of our research* on young pupils' understanding of elementary problems, we noticed that even the simplest expressions were not fully understood by them. Accordingly, we carried out investigations similar to those already made in Belgium by R. Vandevelde on the understanding of the expressions : "more than", "less than", "as much as"......The proportion of correct replies received for the various age-groups was as follows :

Words used	N= 80 6-7 yrs. %	N= 100 7-8 yrs. %	N= 100 8-9 yrs. %	N= 99 6-7 yrs. %	N= 100 7-8 yrs. %	N= 100 8-9 yrs. %
The lightest thing	47.50	75	82	44.40	75	82
outside	87.50	93	95	75	88	89
behind something	71.20	83	90	66	79	86
the *widest*	80	90	94	69	88	98
the *highest*	91.25	97	98	89	97	98
the *farthest* away	37.50	63	73	39	59	66

* G. Mialaret. 'Recherches preliminaires a la pedagogie du calcul. Delachaux et Niestle.' 1950.

Thus with certain expressions there is obviously a gulf between the meaning in which they are used by adults and young children respectively. This gulf gives rise to a series of misunderstandings extremely detrimental to the effectiveness of our work, and it is essential that the teacher be aware of it. If children fail to behave as we expect them to, and in accordance with our verbal orders, we draw unfavourable conclusions either about their character, or about their intelligence ; whereas their failure to obey is in fact due neither to stupidity nor to naughtiness, but simply to an almost complete inability to understand. Mathematics teachers for instance will readily endorse the dictum of Descartes, the French philosopher, to the effect that "common sense is the most evenly distributed quality in the world". They frequently tend to attribute children's failure to understand to stupidity. H. Poincare, the eminent mathematician, ironically reports the following scene : The teacher announces in professorial tones : "a circle is the locus of points equidistant from a fixed point called the centre" ; the good pupil writes down this formula without understanding a word of it; his neighbour, a bad pupil, draws funny figures. Suddenly the teacher takes a piece of chalk and draws a circle on the board. Both pupils raise their heads and exclaim with one voice "why didn't he say so before —it's just a round, that's all !"

Let us assume now that the languages obstacles are overcome, the problem still remains, since the effects we can achieve through the medium of language are almost entirely confined to the intellectual plane. It is our view (see above) that true education must embrace the whole of the personality—development of the mental capacities alone distorts the personality. Many people, moreover, do not respond or do not respond fully to this form of approach. The emotional side of our education, and the contribution of the emotions to the development of the personality must not be neglected. Words can never be a substitute for the sight of a beautiful landscape and the feelings it arouses ; no purely verbal analysis, however subtle, can ever, by itself, recreate the emotions roused by hearing a Beethoven symphony, which strikes right down to the depths of our being. Language is a fine instrument for the analysis and transmission of mental concepts, but it cannot compare in emotional force, except in poetry, with visual or auditory impressions. And here again, what is true of adults is even more so of children, who are extremely receptive to sensorial impressions, whilst words as yet mean little to them ; which brings us back, after a rather lengthy, perhaps, but necessary detour, to the importance of perception in education.

The child is surrounded by impressions, physical and mental, and the job of the educator is to help him to find his way amongst all these diverse stimuli. Without going into details of the Montessori system, based essentially on the education of the senses, we propose to put forward a few points which have important repercussions in education.

Every sense—be it sight, hearing, smell, touch or taste—is an instrument placed by nature at the disposal of man, who must learn to use it, and to impart to it the qualities demanded of all instruments, *viz.*, reliability, sensitivity, usefulness*. The senses must be educated in order to satisfy our desire to develop the potentialities of the individual to the maximum.

Reliability, in a sense organ, means the ability to compare successive impressions, and to retain the traces of former impression : in short, to possess a memory. Sense memory is, at first, merely the ability to recognize impressions ; it develops into the ability to compare and, subsequently, to recall—even to recreate—impressions received. How can children be given a musical education unless they can learn and reproduce a song, and compare similar and different melodies ? We have taken the case of music, which is an obvious one, but the same applies to all school subjects. Visual and auditory memory come into play in all educational activities : reading and especially writing. To attempt to teach children without developing these two forms of memory is like building on sand.

Sensitivity of a sense organ is the ability

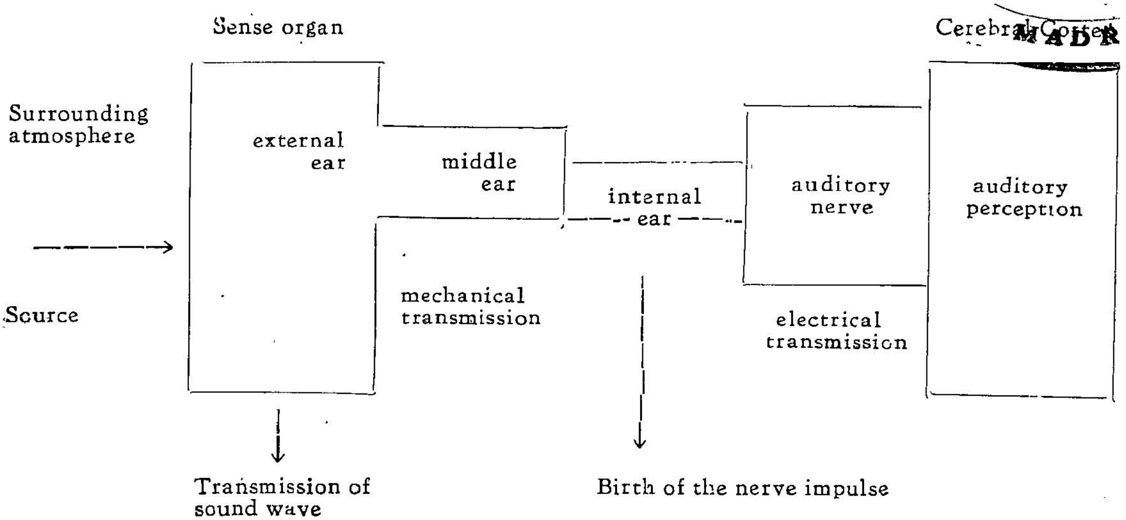
* Cf. Mialaret. *L' Educateur et la methode des tests* 'Editions de Scarabee'.

to distinguish between two closely related sensations. In so far as our adaptation to the world depends on our knowledge of it, development of the sensitivity of the senses constitutes a means of making us better adapted. As applied to teaching, this means concentrating on the child's powers of observations and reasoned action; but it also involves the evolution of the child's judgement and reasoning. Judgment always implies comparison of two factors, and sensorial differentiation which is a form of comparison—is one of the most elementary forms of this mental process. It is, incidentally, by a process of gradual differentiation that knowledge is acquired, as has been clearly demonstrated by modern genetic psychology. This is, for example, how the mother tongue is approached and assimilated: from the confused jumble of sounds, a few phonetic landmarks gradually emerge, and assume an individual character; one stage of differentiation follows another, until knowledge of the language is perfected. We know, too, that progress is often made by a process of splitting up the language into small sections, having their own individual character in relation to the language as a whole. This represents the transition stage between "syncretic" perception and adult perception. It may be said that "seeing properly" and "hearing properly" are not merely the outcome of biological maturation, but the result of education—a fact which teachers must realize, since correct sensorial perception forms the basis of a part of man's intellectual activity.

We come finally to "usefulness"; and it is here that we shall find the link between the second and third part of our work. An instrument is said to be useful when it serves usefully the purpose for which it was designed. What can be the meaning of this expression as applied to the sense organs? A person, placed before a sheet of colour, receives an impression which corresponds to the electric modifications registered by the cerebral cortex, a typically subjective impression. We can never know whether two individuals, faced with the same sheet of colour, receive the same subjective impression. But thanks to the existence of language, both will react by saying: "it is green"; as they progress, they will introduce distinctions, qualifying green: light green, dark green....... It is through the medium of language and, in a general way, behaviour that the effects of an external stimulus can be detected. We shall know that a child is able to distinguish between colours when he can classify them in relation to one another; and his knowledge of colour will be complete when he can name them and describe them in words. But it is obvious that language can only enter into it at the second stage; there can be no real mastery of colour unless the use of the name of the colours is the outcome of a whole process, starting from the child's direct practical experience of colour and culminating in adult knowledge of it through the medium of language. The use of words, at the completion of this process, represents a close alliance of biological experience and social convention; a useful psychological process takes place, and without either being sacrificed to the other, an easy balance is established between the two.

We therefore wish to point out that teaching systems based solely on the education of the senses are wrong, on both psychological and pedagogical grounds. Progress in perception, whilst certainly due to physiological factors, is impossible if this branch of activity is isolated from the development of the personality as a whole. Classical psychology made a distinction between "sensation" and "perception", representing the one as an element of theother. Modern psychology takes a more dynamic and more accurate view of these phenomena. Let us consider how this affects teaching.

We shall take, for example, auditory perceptions, and describe briefly what happens between a source of sound stimulus and what we term "auditory perception".



A sound emitted at S is characterized by certain physical factors: frequency, amplitude, harmonics. By the time this sound reaches the sense organ, it has already undergone certain changes, due to the surrounding atmosphere (we shall not dwell on these changes). The sense organ reacts to this stimulus, and picks up only one part of it, one "band"; we know that we are "insensitive" to "infra-sounds" and "ultra-sounds", and that our auditory sensitivity is not absolutely identical with that of other mammals; besides which, it varies between one individual and another. The external ear receives a number of vibrations, which the middle ear transmits mechanically by means of the chain of ossicles. The vibratory movement—the physician's guide—produces a series of percussions, the bones striking one another. These vibrations give rise to another phenomenon, in the internal ear, at the Corti's cells level; they engender a nerve-impulse which, after several synaptic processes, proceeds to the cerebral cortex, where it enters the temporal lobe. The sound emitted at S, after undergoing a series of profound transformations, causes a variation of the electric potential of the brain. It is this phenomenon that we call auditory perception. How then is the transition from this purely subjective impression to auditory perception made? To find an explanation, we have to go very far back into the history of the individual. The child in arms is surrounded by a whole series of impressions he does not distinguish between; by a series of associations, of "conditioning processes", each impression is subsequently linked with a certain situation; and the child gradually, by progressive conditioning and association, realizes the part played by each of his sense organs.

It is thus clear that perception is a relation established between a subjective, emotional impression, and an external situation. What occurs is a process of "interpretation". Perception, whether visual or auditory, is never merely a copy of reality; it involves the participation of the entire personality, and includes memory of the past as well as awareness of the present. The fullness of the interpretation we give to the messages registered by our brain depends on our past experience, our way of life, the knowledge we possess; the act of perception thus involves a series of highly complex psychological phenomena. This brief explanation will help to explain some of the difficulties encountered in teaching.

Pupils get used to a teacher, and when a new one arrives, they do not "understand" him immediately. Small children, in fact, do not at first "recognise" the words he pronounces; the change in voice confuses them, so does the difference in intonation.

We understand very well, now, why this is : the children are accustomed to hearing the voice of one particular adult ; in psycho-physiological terms, we say that they are accustomed to attributing a given meaning to a certain electrical phenomenon of the brain. If this change in electrical potential is not precisely the same as that which they are accustomed to interpreting, they are lost, and give signs of not understanding. This factor is particularly marked with loud-speakers, gramophone records of sound films. The voice of the speaker is distorted by the instrument, and whilst adults—usually—recognize the language to which they are accustomed, children experience greater difficulty and cannot follow, at least at first. All those responsible for children's entertainments are familiar with this fact, and therefore attach more importance to the "visual" than to the "auditory" element. Children will try to understand what the characters in the play or film are saying, but, after a certain time, will get tired of doing so, and if the words play too important a part, will lose interest in it. Even with adults, the experiments made by Carpenter in America* showed that, if the "density" of the commentary (number of words per minute) was too high, educational films became less effective.

The same is true of all subjects taught at school : children learn much more from being shown things, and allowed to handle them, than from any amount of talking. Seeing gives them an understanding of things which words have no power to convey. Hence the profound influence of the cinema.

At the same time, this modern medium raises problems which bring us back to what we were saying about perception. The film is, in fact, a new language which children must be taught ; in other words, teaching methods using audio-visual techniques must not forget that the first step is to teach the children to interpret the messages they receive from the screen or the loud-speaker. To take a simple example : the impression of movement, in the cinema, can be conveyed in several ways : either the people themselves move, or the trees and houses along the road are made to move in the direction opposite that in which the people are supposod to be moving : or, finally, it is the camera which moves, showing on the screen only some stages of the movement. We know that the images on the screen are not always interpreted at once, or correctly. We are told that, amongst certain primitive tribes, the people in the audience fled, yelling from the cinema, in the belief that the houses were going to fall on top of them and bury them. Thus we always come back to the same conclusions, which prove that no hard and fast conclusions are possible : visual perception must be exploited, but the limits of perception are narrow.

It is a fundamental truth, all too often neglected by our educational methods, that our vision of the world is not built on visual images alone. As we demonstrated above, our knowledge of the world is based on a very large number of sensorial messages, interpreted, and subjected to a process of psychological synthesisation. Geographical knowledge of a country, for instance, consists not merely of familiarity with its landscapes ; its climate, music and atmosphere also play an important part. The same is true of history : the century of Louis XIV is bound up with music of Lully, the century of romanticism with the strains of Chopin's piano pieces.

Our education is confined to "lessons" imparting information and ideas of an almost exclusively verbal and intellectual character. We must vary our methods and ways of approach, and develop all sides of the child's psychological make-up. The following experiment was very instructive in this connection. In the course of our research on children's understanding of the language of the cinema,** we made a film† containing a sequence showing a little girl discovering a pair of shoes in a trunk ; she does a little

*See the report of Carpenter on the results of the tests carried out by the "Pennsylvania State College", U. S. A as part of the "Instructional Film Research Programme".

**See the report of G. Mialaret and M. G. Melies to the International Congress of Filmology, Paris, 1955.

† The film : "Il etait une petite fille......", distributed by C N D.P., Paris.

imitation of a dance with them. When the sound is cut, the image alone fails to convey the meaning to the child spectators ; but when the image is accompanied by a dance tune, the proportion of children who recognize the *object* is much higher. This, despite the fact that the act of visual perception is the same in both cases ; the music, in this case, constitutes the determining factor.

This brief survey throws light on certain historical factors which have influenced the main teaching systems. Under the influence of the intellectualist philosophies (e.g. Descartes), education at one time almost entirely neglected the development of the senses, concentrating solely on the power of reason and natural intelligence ; the senses were positively distrusted as being subject to dangerous illusions ; intellectual evidence only was regarded as valid. In the XVIII century, however, there was a reaction against this too exclusively intellectual approach ; the empiricist and sensualist philosophies restored practical experience and sensory experience to their rightful place ; Condillac was the direct inspirer of Doctor Montessori. This great educationalist held that the most elementary sensations and the sublimest intellectual acts are constantly linked. A doctrine such as this, however, discounts the contribution of civilization and the part played by society.

Modern psychologists pose the question afresh in different terms : they attempt, in their work, to make allowance for the undeniable facts of biology and the psychological changes due to the technical and social conditions of our environment. Modern technology has provided the educator with powerful media which, in turn, raise psychological problems hitherto unknown. Psychology contributes to the evolution of new teaching methods which themselves engender fresh psychological problems. Thus no final solution to the problem of how to educate man will ever be found ; every age and every civilization must seek a balance between all the diverse existing conditions. And we may say, without denying the scientific aspect of teaching* that education will always remain an art, the art of making the men of tomorrow real human beings.

*cf. G. Mialaret. *Nouvelle pedagogie scientifique* P.U.F. *Collection de la nouvelle Encyclopedie pedagogique.*

Roundup of Activities Ministry of Education

BASIC AND SOCIAL EDUCATION

Revision of Pay Scales of Primary Teachers

The revised scales of pay of Primary teachers as proposed by the State Governments and approved by the Government of India have been communicated to the State Governments concerned and they have been informed of the Government of India's decision to contribute 50% of the additional expenditure involved in introducing the revised scales during 1956-57.

The National Centre for Research in Basic Education

The name of the National Centre for Research in Basic Education has been changed to the National Institute of Basic Education.

Shri J.K. Shukla, Director, National Institute of Basic Education, has gone on deputation for six months from 15th September, 1956, on a study and observation tour of rural educational institutions in Sweden, the U.S.A. and Turkey under the Unesco Technical Assistance programme.

Educational Survey of India

The proposal relating to the carrying outcf an educational survey of Primary, Secondary, and Technical education at the Secondary level in the country, has been approved by the Government of India.

Education Ministers' Conference

In the Conference of Education Ministers held at Delki on 2nd and 3rd September, 1956 it was reaffirmed that the Centre and State Governments have accepted Basic education, as classified recently by the Basic Education Standing Committee and endorsed by the Central Advisory Board of Education, as the pattern of Elementary education. The Conference also recommended that this declaration should form the basis for the development of Basic education in the country.

Scheme Regarding Appointment of Disrtict Social Education Organisers

A sum of Rs. 22,553/- has been sanctioned under the scheme to Punjab, Assam, Bihar and Orissa States.

Scheme for Assistance to Voluntary Educational Organisations

A sum of Rs. 2,93,959/- has been sanctioned to various voluntary educational organisations working in the field of Social education.

Production of Literature for Children and Neo-Literates

The Government of India have approved the proposals submitted by the West Bengal Government in regard to the establishment of Vocabulary Research Unit in the State for a period of one year at an estimated cost of Rs. 10,000/- and has sanctioned Rs. 2,500/- as 50% of the total expenditure during the financial year 1956-57.

Literary Workshops

The Government of India have decided to continue the scheme in the Second Five-Year Plan and approved the organisation of eight

such Workshops to be held in different regions of the country during 1956-57 at an estimated cost of Rs. 88,000/-.

Prize Competition in Children's Literature

The result of the Second Prize Competition in Children's Literature has been announced. A sum of Rs. 500/- each has been awarded to authors of the 23 prize winning books. Two thousand copies of each prize winning book will be purchased by the Government of India for distribution to educational organisations.

Encouragement of Popular Literature

The Ministry of Education has announced on 2nd October, 1956 the award of 40 prizes of Rs. 500/- each to the authors of the 40 best books for neo-literates in the various regional languages on the result of the Third Prize Competition held under the Government of India Scheme 'Encouragement of Popular Literature.'

1000 copies each of the prize-winning books will be purchased by the Government of India.

Standing Committee of the C.A.B.E. on Social Education

The First Meeting of the Standing Committee on Social Education was held at New Delhi on 16th and 17th July, 1956. The Committee considered and approved the programmes of Social education which the Government intend to take up in the Second Five-Year Plan.

Audio Visual Education

The Planning Commission has approved the scheme for the setting up of a Central Audio-Visual Education Institute during the Second Five-Year Plan with a provision of Rs. 75 lakhs. The institute will train audio-visual personnel at various levels from the School to the University by providing a one year's course, and, in addition, will produce audio-visual material for use in schools and Social education centres. A working group consisting of the Ministries of Information and Broadcasting, Community Development and Health and the Indian Council of Agricultural Research has been set up to examine the details of the project.

The revised audio-visual educational development plans of various States for the year 1956-57, as approved by the Planning Commission, have been examined. The Central share on various schemes has been communicated to the State Governments. The total Central share is about Rs. 8 lakhs during this year.

In implementation of the recommendations of the National Board for Audio-Visual Education, the State Governments have been requested to take necessary steps to introduce Audio-Visual education, with film appreciation as an integral part of it, as an important subject in training institutions.

The attention of the State Governments has been drawn to the recommendations of the All-India Teachers' Conference on Audio-Visual Education, for comments and implementation.

According to the programme for the production of teaching and instructional films of this Ministry as finalised now, the Films Division will produce six films for this Ministry during the next two years.

SECONDARY EDUCATION

Reconstruction of Secondary Education

The following grants have been sanctioned under the above-mentioned scheme :—

State	*Amount*
Andhra	Rs. 26,50,883/-
Punjab	Rs. 7,03-244/-
West Bengal	Rs. 29,38,932/-

Appointment of Special Officers

The following grants were made to the State Governments under the scheme :—

Hyderabad	Rs. 4,674/-
Punjab	Rs. 1,575/-
Bombay	Rs. 5,467/8/-
U.P.	Rs. 1,401/-

Research in Problems Connected with Secondary Education

The following grants have been sanctioned under the scheme :—

D.S. College, Aligarh	Rs. 2,300/-
Radha Nath Training College, Utkal University, Cuttack.	Rs. 5,050/-

Labour and Social Service Camps

During the period under report a total grant of Rs. 5,03,900/- has been paid to four State Governments, six universities, N.C.C. Directorate of the Ministry of Defence and other voluntary organisations like the Bharat Sewak Samaj and Bharat Scouts and Guides for conducting 137 camps at different places.

Campus Work Projects

During the period under report a sum of Rs. 12.3 lakhs has been sanctioned to 15 universities and eight State Governments for the construction of 27 Recreation Halls-cum-Auditoria, two Gymnasia, three Swimming Pools, six Stadia, four Cinder Tracks, two Open Air Theatres and one Pavilion in the campuses of two universities, 27 colleges and 16 High schools.

The main conditions for grant are as under :—

1. That the students and staff must contribute the whole of the unskilled labour and as much of the skilled labour as possible for the completion of these Projects.
2. The sponsors of the Projects must contribute 25% of the estimated cost excluding the cost of voluntary labour to be rendered by the staff and students.

Public Schools

In September, 1956 a team of three educationists inspected Vikas Vidyalaya, Ranchi and Birla Vidya Mandir, Nainital.

A sum of Rs. 1,00,000/- has been granted to the Lawrence School, Sanawar, as first instalment of Government of India grant during 1956-57.

Grants to Union Territories

The Government of India have sanctioned the following grants to Tripura :

For award of prizes to Secondary School students. Rs. 3000/-.

For renewal of grant-in-aid to the Vidyapith High School, Belonia for 1953-54. Rs. 2264/-

For the award of prizes to the successful Cadets of annual and Combined Cadre and Social Service Camp 1955 Girls' Division N.C.C. Rs. 231/-

For the organisation of a Seminar at the Secondary Education stage. Rs. 4000/-

For new educational schemes. Rs. 352050/-

For the grant of stipends for training in Music and Arts. Rs. 3900/-

For improvement of school libraries during 1956-57. Rs. 2000/-

The Government of India have conveyed the sanction of the President to the grant of educational scholarships and stipends by the Chief Commissioner, Manipur/Tripura on a scale prescribed by the Chief Commissioner, Manipur/Tripura provided the expendiure on individual students does not exceed Rs. 5,000/- per annum (Non-recurring) and Rs. 1,000/- per annum (Recurring) in each case.

Assistance to Voluntary Educational Organisations in the field of Secondary Education

The following Institutions were given grant during the quarter under the above Scheme :—

(1) Dr. Alagappa Chettiar Training College, Karaikudi. Rs. 1033/-
(2) Shri Shivaji Lok Vidyapeeth, Amravati. Rs. 30,770/-
(3) The Southern India Education Trust, Madras. Rs. 1,00,000/-
(4) D.M. College, Moga. Rs. 15,863/-
(5) Rashtreeya Vidyalaya Teachers' College, Bangalore. Rs. 2,645/-
(6) Balwant Rajput College, Agra. Rs. 2,645/-

Loans for the Construction of Hostels attached to Secondary Schools

Madras Christian College High School, Madras, has been sanctioned a loan of Rs. 2,00,000/- to construct a hostel attached to the School.

T.C.M. Secondary School Teacher Extension Project

The Government of India is implementing a Scheme of Extension Services in Training Colleges in collaboration with the Ford Foundation. During the year 1955-56, 224 Training Colleges were included in this project. 30 more Training Colleges are proposed to be included during the current year. In connection with this project the Government of India have entered into an agreement with the T.C.M. (U.S.A.) for the

supply of equipment and four American experts for these 54 Training Centres under the Secondary School Teacher Extension project.

Science Teachers Project

The Government of India are implementing this project in collaboration with the Ford Foundation, United States Educational Foundation in India, British Council and the Canadian High Commission in India, with the object of strengthening Science teaching in Secondary schools.

Under this project, 40 Science teachers from Training colleges and Secondary schools are to be deputed for Study-cum-Practical Training in the U.K., the U.S.A., and Canada (eight for Canada, 12 for the U.K. and 20 for the U.S.A.). Fellows for Canada and the U.K. have already left and those for the U.S.A. are scheduled to leave in January, 1957.

Central Bureau of Educational and Vocational Guidance

At the Anglo-Arabic Higher Secondary School, four talks were given to the school staff on the maintenance and use of the Cumulative Record Card.

One student, studying for the B.Sc., was put through intelligence and aptitude tests at his request.

In order to cope with the increasing number of inquiries from students and parents outside Delhi a self-administering educational and vocational guidance analysis blank is being drawn up.

Work on the filmstrip "Men in Uniform" is under progress. Information for the written narrative on 17 of the total 24 occupations has been collected.

Detailed instructions for filling up the columns in the Cumulative Record Card prepared for the Anglo-Arabic Higher Secondary School have been written up. Mimeographed copies are being taken. A guidance pamphlet for parents and pupils prepared sometime ago is being revised.

The Bureau discussed with Miss E. S. Barrett, a member of U. S. Education Team conducting educational workshops in India, problems concerning the organisation and promotion of guidance services in Secondary schools in India.

Mr. Sigsgard, a Unesco Expert in Testing, joined the Central Bureau of Educational and Vocational Guidance, Delhi under U.N. Expanded Technical Assistance Programme for 1957.

Detailed information about personnel, equipment, functions, and outlines of guidance personnel training courses was supplied to the Teachers' College Extension Services Department, Mysore University.

Notes on Occupational Orientation filmstrips (three pages) and selection in Multi-purpose schools (21 pages) were finalised for issuing in the Guidance News.

Seminar on the Employment of the Blind

A Seminar on the Employment of the Blind was held at Mussoorie from the 24th—29th September, 1956. The Seminar was inaugurated by Dr. K.L. Shrimali, Deputy Minister for Education and was attended by 41 experts, representatives of the various Ministeries of the Government of India and the State Governments, Employer's organisations, Trade Unions and Observers from the International Labour Organisation and Japan. The Seminar has made a number of recommendations which are being examined by the Government of India.

HIGHER EDUCATION

University Grants Commission

The Government of India have so far placed at the disposal of the University Grants Commission a sum of Rs. 1,03,35,000/- towards its requirements during 1956-57.

Banaras Hindu University

The President, in his capacity as the Visitor of the Banaras Hindu University, Banaras, has approved of the University's proposals for the creation of the following three Departments ;—

(i) Department of Chemical Engineering and and Technology in the Faculty of Technology.

(ii) Department of Silicate Technology in the Faculty of Technology.

(iii) Department of Civil and Municipal Engineering in the Faculty of Technology.

Aligarh Muslim University

The President, in his capacity as the Visitor of the Aligarh Muslim University, Aligarh, has accepted the resignation of Dr. Zakir Husain from the Vice-Chancellorship of the University, on grounds of health, with effect from 15th September, 1956, and has appointed Col. B.H. Zaidi, B.A., Bar-at Eaw, Vice-Chancellor of the University for a period of six years.

Visva-Bharati University

In pursuance of clause (xii) of sub-section (1) of section 19 of the Visva-Bharati Act, 1951, read with Clause 5 of Statute X of the statutes of the University, the Lok Sabha duly elected on 14th September, 1956, Shri Surendra Mohan Ghose to serve as a member of the Samsad (Court) of Visva-Bharati, Shantiniketan.

India Wheat Loan Educational Exchange Programme

Under the Second Year of the India Wheat Loan Educational Exchange Programme a sum of $ 1,003,700 has been allocated to various universities and institutions of higher learning and research, for the supply of equipment worth $ 5,16,000 and books worth $ 4,87,700 from the U.S.A.

Indian books worth $ 16,000 will also be supplied to institutions of higher learning and research in the U.S.A.

A sum of $ 1,87,000 will be made available for Exchange of Personnel aspect of the Programme. This will enable five American experts to come and lecture at Indian universities, besides the training of 21 Indian scientists and 12 librarians in the U.S.A.

Conference of Librarians

The Ministry of Education convened a Conference on September 27th and 28th of the 12 librarians who went to the U.S.A. under the first year of the Programme. The librarians discussed various problems about library services in India in the light of their observations and study of similar problems in the United States and made recommendations which have been submitted to the Ministry of Education for consideration.

Grants to All-India Institutions

The following grants were sanctioned :

Jamia Millia Islamia, New Delhi

Interest-free loan for the construction of its hostel buildings. Rs. 1,36,600.

Interest bearing loan for purchase of furniture to equip the two newly constructed hostel buildings. Rs. 11,000.

For preparation of exhibits on the occasion of the Unesco General Conference. Rs. 3,200.

Dairatul-Maif-ill-Osmania, Hyderabad, (for the implementation of its publication programme) Rs.40,000 per annum for three years from 1956-57.

Deccan College Post-graduate and Research Institute, Poona (for the preparation of a Sanskrit Dictionary based on Historical Principles). Rs. 25,000.

Vishveshvaranand Vedic Research Institute, Hoshiarpur (for its Vedic Word Concordance Project) Rs. 25,000.

Sanskrit Commission

The Government of India have appointed a Sanskrit Commission in order to consider the question of the present state of Sanskrit Education in all its aspects. The Commission will undertake a survey of the existing facilities for Sanskrit Education in Universities and non-University institutions and will make proposals for promoting the study of Sanskrit including research.

The Commission will also examine the traditional system of Sanskrit Education in order to find out what features from it could be usefully incorporated into the modern system. The Commission consists of eight persons including the Chairman, Dr. Suniti Kumar Chatterji,

Rural Higher Education

A one-year preparatory course leading to the three-year Diploma Course in Rural Services has been started in six Rural Institutes. The Tuition fee for this course has been fixed at Rs. 6 per month. Students of this course are entitled to stipends @ Rs. 40 per month. Twenty per cent of the number of students on roll are eligible for fee concessions (full and part) also.

TECHNICAL AND SCIENTIFIC EDUCATION

Grants for Development of Scientific and Technical Education and Research

During the period ending the 15th October, 1956 grants amounting to Rs. 19,88,082 (Rs. 35,7,232 recurring and Rs. 16,30,850 non-recurring) were paid to Scientific and Technical institutions for development of facilities for Scientific and Technical Education and Research.

Committee of Experts for Basic Sciences

The first meeting of the Committee of Experts appointed by the Ministry of Education to scrutinise the development plans of affiliated colleges imparting instructions at post-graduate level in basic sciences, was held at New Delhi on September 21st and 22nd and was attended by 12 members.

Facilities for Education and Training in Pharmacy

The Pharmaceutical Education Committee has prepared a scheme for the first degree course in Pharmacy to serve as a model for all institutions conducting courses in Pharmacy.

The duration of the course is three years with the following admission qualifications :—

(i) Intermediate or equivalent with Physics, Chemistry and Mathematics or Biology, and

(ii) I. Pharm/Diploma in Pharmacy recognized by the Pharmacy Council of India.

At present seven institutions/universities are conducting the first degree course in Pharmacy. It is proposed to establish at least one centre for training in Pharmacy in each of the major states or a group of States, where facilities for these courses are not available.

Indian Institute of Technology, Kharagpur

The Indian Institute of Technology, Kharagpur Bill, 1956 which seeks to declare the Institute to be of national importance and to provide for its incorporation and matters concerned therewith has been passed by the Parliament.

The Bill has also received the assent of the President and has been published in the Gazette of India as Act 51 of 1956. It shall come into force from a date to be appointed by the Central Government.

Western Higher Technological Institute, Bombay

A joint Mission of the UNESCO and the USSR Governments visited India in April-June, 1956 as a sequel to the visit of Unesco and India Government Mission to Moscow in 1955 and held discussions with Indian experts regarding the details of equipment and experts and training facilities which might be provided by the Soviet Union for the establishment of the Western Higher Technological Institute.

As a result of the discussions held, lists of equipment for different subjects estimated to cost about Rs. 180 lakhs have been drawn up. Unesco has agreed to provide out of this list equipment worth Rs. 52.8 lakhs during 1956 and 1957. The Mission has recommended to the U.N. Technical Assistance Board that the Unesco assistance for the Institute should be on a long term basis and provided in accordance with the detailed proposals contained in the lists.

Technical Assistance Programme

(a) Point Four Programme of the U.S.A.

The following experts have joined the Institutions to which they have been assigned.

1. Prof. Charles O. Heath—Roorkee University.
2. Prof. Thomas J. Zilka—Bengal Engineering College, Howrah.

The request for 15 fresh foreign experts and five fellowships has been made under the Point Four Programme for the year 1957.

(b) Unesco Programme

The United Nations expanded Technical Assistance Programme of Unesco for 1957 has been finalised and forwarded to the UNTAB. The programme includes proposals for 23 experts, ten fellowships and equipment worth about $ 61,500 for various educational and research institutions.

In addition to the above, the programme also includes proposals for 15 experts, three translators, four fellowships and equipment worth $ 3,180,000 to be obtained from the Government of the U.S.S.R. for the establishment of Western Higher Technological Institute, Bombay.

Prof. H.F. Steyskal, an expert in Electronics, has joined the Institute of Radio Physics & Electronics, Calcutta University, Calcutta.

Technical Cooperation Scheme

Shri G. K. Chandiramani, Special Officer (Technical Education), proceeded on deputation for training at the Administrative Staff College, London, under the Technical Cooperation Scheme (Colombo Plan) for about 16 weeks from 21st September, 1956.

German Technical Assistance

During the recent visit of the Prime Minister to West Germany, the Government of the Federal Republic of West Germany offered assistance in the establishment of a Higher Institute of Technology and a large number of scholarships for post-graduate studies and industrial training in Germany. The offer has been accepted by the Government of India, who have appointed a Special Committee to settle the various details regarding the offer of Technical Assistance by the Federal Government of West Germany in the establishment of a Higher Technological Institute in India and training of Indians in German Institutions and Industry.

A team of four German experts arrived on 24th October, 1956 in this connection to study the existing pattern of Technical education in the country.

Research Training Scholarship Scheme

One hundred and fifty additional scholarships in Scientific and Technical subjects have been allocated to various universities and institutions.

National Research Fellowships

Applications have been invited from various institutions for 20 Fellowships during the current year.

Practical Training Stipends Scheme

850 Senior and 360 Junior Practical Training stipends have been instituted for the year 1956-57. 410 candidates have so far joined the training, and selection for the vacant training places is being made.

Grant-in-aid for Fundamental Research

The Experts Committee set up by the Ministry to screen the applications of the individual workers for grant-in-aid Fundamental Research 1956-57 Scheme met on the 17th October, 1956 and has recommended grants-in-aid to 68 research workers for constructing special apparatus and equipment and other facilities which are not normally offered by the institutions of universities where they are working.

PROPAGATION AND DEVELOPMENT OF HINDI

Scientific Terminology in Hindi

The revised lists of Technical Terms in Hindi pertaining to Zoology, General Administration (Designational Terms), Engineering (Building Materials), Tourism and Economics have been approved by the Board of Scientific Terminology and are under the consideration of the Government.

The Provisional Lists of Technical Terms in Mathematics II, Medicine, Transport (Shipping) (A-L), Commerce, Diplomacy, Railways (A-Z), Information and Broadcasting and General Administration II, have been circulated to the State Governments, Ministries, Universities and other authorities etc. for comments.

Hindi Examinations Committee

The report of the Committee set up to consider the question of recognition and standardisation etc. of the Hindi Examinations conducted by various Hindi organisations in the country, has been received and is under examination.

Coordination Committee on Lexicographical Work

The third meeting of the Coordination Committee set up to guide, control and supervise all lexicographical work done in the country seeking government assistance, was held on September 26th and 27th to consider letter 'C' of the English-Hindi Dictionary under preparation by the Hindustani Culture Society, Allahabad. The recommendations of the Committee have been forwarded to the Society for necessary action. The Society has also been requested to expedite compilation of the remaining portion of the Dictionary.

Grants to States

The Governments of Andhra, Travancore-Cochin and Madras have been paid a sum of Rs. 4,228/-, Rs. 30,966/- and Rs. 1,024/- respectively as the balance of Central Government's share of expenditure incurred by them on the promotion of Hindi during the year 1955-56.

Grants to Hindi Organisations

An *ad hoc* grant of Rs. 10,000 has been sanctioned to the Bharatiya Hindi Parishad, Allahabad, for the publication of a History of Hindi literature and for their general activities.

An *ad hoc* grant of Rs. 25,000 payable in five equal yearly instalments of Rs. 5,000 each, has been sanctioned to the Nagari Pracharini Sabha, Banaras, for the search of old manuscripts in the the various States.

Sanction has been accorded for the payment of the sixth quarterly instalment of Rs. 3,000 for the period October to December 1956, to Shri G. Martirosi, Director, International Commercial Information Service, 30, Mount Road, Madras, for bringing out a six-language Dictionary.

Hindi Encyclopaedia

The scheme of preparing a Hindi Encyclopaedia in ten volumes of 500 pages each at a cost of Rs. 6.5 lakhs, has been entrusted to the Nagari Pracharini Sabha, Banaras, and a sum of Rs. 25,000 being the first instalment of the grant has been sanctioned to the Sabha for the execution of the scheme.

Lists of Basic Hindi Words

Two lists of basic Hindi words, one of 2000 words required for use in the Hindi readers to be prepared for the people of the non-Hindi speaking areas, and the other of 500 words which would constitute the minimum standard of Hindi literacy, have been finalised. Steps are now being taken to publish them.

Award of Prizes on Hindi Books

Prizes of Rs. 2,000 each have been awarded to the authors of seven Hindi books published during the year 1953 and 1954.

SCHOLARSHIPS

(A) For Studies Abroad

Government of India Schemes

The number of scholarships under the Central Overseas Scholarships Scheme has been raised from 25 to 35 with effect from 1957-58. Selections for the scholarships for 1957-58 have been made.

Under the Central States Scholarships Scheme, four out of five scholars of the 1956-57 batch have gone abroad. Applications for the five scholarships for 1957-58 have been invited.

Of the total of 30 scholarships under the Foreign Languages Scholarships Scheme, selections for 29 scholarships—four for Arabic, three each for Chinese, French, German, Russian, Japanese, Persian, Spanish and Italian and one for Turkish-has been made for 1956-57. Eleven scholars (three each for French, German and Russian and two for Spanish) have so far gone abroad.

The work of inviting applications and selecting candidates for Twenty Fully-Paid Overseas Scholarships for 1957-58 has been entrusted to the Union Public Service Commission.

Under the Indo-German Industrial Cooperation Scheme, 1956-57, selections for the 25 scholarships and eight freeships for post-graduate studies have been made. For the remaining 17 Freeships, the Indian Embassy, Bonn, has been requested to select candidates from among the Indian students already in West Germany. As regards Scholarships for Practical Training, selections for 36 places out of the total of 80 have been made. Applcations for eight places have been invited afresh. Selections for the remaining places will be made later.

Applications for partial financial assistance have been received from 47 students. Loans amounting to Rs. 13,500 have been sanctioned. A sum of Rs. 15,643 has been recovered from students who were granted loans in the past.

Four scientists have been selected for award of partial financial assistance for observation and study tours abroad.

1,469 enquiries regarding various scholarships schemes and facilities for practical training abroad were attended to during the quarter.

Awards made by Foreign Governments/Organisations/Institutions

The selection of a candidate for the Netherlands Government Fellowship, 1956-57 has been finalised.

The selection of candidates for the two scholarships offered by the Swiss Government has been finalised.

Applications have been invited for the Royal Commission for the London Exhibition of 1851 and Rutherford Scholarships of the Royal Society, London, 1957-58.

Of the total of six candidates recommended for 1956 Scholarships of the Federation of British Industries, the training of one candidate has been arranged by the Federation. The candidate is expected to go abroad shortly. Applications for the six scholarships for 1957 have been invited.

Sir Issac Pitman & Sons Ltd., London have offered places for the Special Course for Overseas Teachers. The names of four candidates have been recommended.

Applications for six places for 1957 have been invited for practical training by the London Transport Authority, U.K.

The offer of four British Council Scholarships for 1957-58 has been publicised.

Awards Under the Colombo Plan

Of the total of 40 candidates recommended to the Ministry of Finance (Department of Economic Affairs), under the Technical Assistance Programme, 1957, candidatures of four have been cancelled. Six candidates have been approved so far.

Applications for Training in Audio-Visual Aids in Australia, 1956-57, have been received. Selection is expected to be made shortly.

U.N. and Unesco Awards

Of the total of six candidates awarded fellowships/sholarships under the 1956 Programme of U.N. Social Welfare Fellowships/Scholarships, four have gone abroad. Selection of candidates for the four fellowships (excluding one fellowship earmarked for the fellow who was recommended under the 1956 Programme but could not be provided under that programme) has been made.

One candidate has been recommended for the Unesco fellowship for Regional Cultural Studies.

Names of three candidates have been recommended for a Unesco Fellowship for Education for International Understanding and Cooperation, 1957.

Under the Expanded Unesco Technical Assistance Programme, Unesco have offered three more fellowships for 1956-57—two for the nominees of the Indian Institute of Technology, Kharagpur, and one for a nominee of the Indian School of Mines, Dhanbad. Recommendations are expected to be made shortly.

(B) For Studies in India

(i) Awards to Foreign Nationals

Of the total of 22 scholarships to be awarded under the Government of India Reciporocal Scholarships Scheme, 1956-57, selection of 14 candidates (six from Yugoslavia, three from Italy and one each from Norway, Mexico, etherlands, Sweden and Switzerland) has been

made. One Mexican scholar has joined his institution of study.

All the six fellows under the Government of India French Fellowships Scheme for 1956-57 are studying in India. The Indian Embassy in France is selecting another candidate for the additional fellowship for 1956-58, as the candidate awarded the fellowship declined the award.

Under the General Cultural scholarships Scheme selection of candidates for 101 scholarships (including 12 part scholas) out ship for the total of 140 scholarships for 1956-57 has been made. Ninty-six scholars have joined their institutions of study.

Of the total of eight scholarships to be awarded to the Sikkimese students during 1956-57, selection of four scholarships has been made. Three Sikkimese students have joined their institutions of study.

Of the total 88 Nepalese students awarded scholarships under the Colombo Plan Scholarships to South and South-East Asian Countries, 1956-57, 53 have joined their institutions of study in India. Of the total of 13 scholars recommended by the Philippines Government for studies in India, admissions for two have been arranged.

The United Nations have requested training arrangement for four Burmese nationals in India under the U.N. Technical Assistance Programme, 1956-57. Necessary steps are being taken in this regard.

Unesco have, under their Fellowships Programme for 1956-57, requested the arrangement of a three months' study tour in 'Fundamental Education' for a national from Nigeria. Necessary steps are being taken in this regard.

Under the Unesco 'Aid to Member States' Programme, 1956-57, Unesco have requested the arrangement of an 'educational tour' for a Fellow from Zanzibar. Necessary action is being taken in this behalf.

(ii) Awards to Indian Nationals

Under the Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 15,380 scholarships have so far been awarded to Scheduled Castes and Scheduled Tribes students for post-matriculation study in India during 1956-57.

The scheme of Scholarships for Higher Studies in Hindi to students from Non-Hindi speaking States has been revised so as to provide for post-matriculation studies up to the post-graduate level. The State Governments have been asked to invite applications for the 110 scholarships to be awarded for 1956-57.

Under the Merit Scholarships Scheme for Post-Matriculation Studies in India, applications for the 400 scholarships to be awarded for 1956-57 have been invited from State Governments, Universities and Secondary Boards. The awards will be divided equally between the Intermediate and the Graduate courses.

Screened candidates from various States appeared for written and psychological tests for Merit Scholarships in Public Schools, 1956-57. The Central Selection Committee visited candidates at the examination centres to finalise the selections.

Selections for the award of 24 Research Scholarships in Humanities for 1956 have been made. The Report of the Committee set up for the reviewing of the working of the Scheme is being examined.

UNESCO

Ninth Session of the General Conference

The Ninth Session of the General Conference of Unesco was opened by the President of the Eighth Session of the General Conference, H.E. Dr. Justino Zavala Muniz, in Vigyan Bhawan (Conference Hall), New Delhi on Monday, 5th November, 1956. The Prime Minister, the Minister for Education and the Director-General, Unesco, delivered addresses on this occasion. In the afternoon a function was arranged at the National Stadium to welcome the delegates to the Ninth Session of the General Conference.

Maulana Abul Kalam Azad, Minister for Education; who was Leader of the Indian Delegation to the Conference was elected President of the Conference. Among other things, the Conference approved the draft Programme and Budget of Unesco for 1957-58 including the three Major Projects namely (i) Extension of Primary Education in Latin America, (ii) Scien-

tific Research on Arid Lands and (iii) Mutual Appreciation of Eastern and Western Cultural Values. It also approved an increase of one million dollars in the Budget of the Organisation for 1957-58, over and above that proposed by the Director-General and the Executive Board. The total appropriation for the year 1957-58 was thus approved at $23,849,355 which is roughly more by two million dollars than the figure for 1955-56. The Conference further decided to admit Morocco and Tunisia to the membership and Nigeria to the associate membership of the Organisation. This raises the memebrship of Unesco to 79 and associate membership to five. It also approved an amendment to the Constitution of Unesco increasing total membership of the Executive Board from 22 to 24. Dr. Zakir Husain was elected to the Executive Board.

A comprehensive Programme of dance, drama and music was arranged in collaboration with the Sangeet Natak Akadami with a view to accquainting the participants in the Conference with the different aspects of Indian life and culture. The Ministry of Information and Broadcasting also organised cultural programmes including film shows. A number of exhibitions were also organised. The Educational, Scientific and Cultural Exhibitions, which were organised at the Industrial Fair site, were opened by the Vice-President. Besides, the Exhibition of Contemporary Indian Art arranged by the All-India Arts and Crafts Society, the Unesco Exhibition of Reproductions of Persian Miniatures and the Exhibition of paintings by the late Sass Brunner, Elizabeth Brunner and Nicolai Michontonch were also organised on the occasion.

During the Conference a number of receptions were organised in honour of the delegates, including receptions by the President, the Vice-President and the Minister for Education at Rashtrapati Bhavan and a Civic Reception in the Red Fort.

The Conference concluded on 5th December, 1956, with a vote of thanks to the host country. The Minister for Education also addressed the closing session.

As host country, the Government of India had undertaken to provide premises, equipment and number of services in accordance with the established practice. Vigyan Bhawan (Conference Hall) was specially constructed for the Conference in addition to a Multi-storeyed Office Building on King Edward Road, that housed Indian Liaison Office and the offices of the Unesco Secretariat and various delegations. The newly constructed Asoka Hotel and Hotel Janpath and other hotels in the city were utilised for the participants in the Conference.

Regional Meeting of Experts on Exchange of Persons, Tokyo, 24-29th September, 1956

This meeting was convened by the Japanese National Commission for Unesco with the assistance of Unesco, at Tokyo from 24th to 29th September, 1956 for the purpose of exchanging views of the National Commissions for Unesco in the Regions of East and South Asia on their Exchange of Persons programme and to consider matters of common interest in the field. The Government of India deputed Shri R. K. Kapur, Deputy Educational Adviser, to participate at the above meeting, as an expert from India.

Study Conference on Science Teaching, Bangkok, 4th 20th October 1956

This Conference was organised by Unesco in Bangkok from 4th to 20th October, 1956, to consider the problems of increasing the understanding and the utilisation of science by the people through improved training of Science teachers and the methods of Science teaching in the Primary and Secondary schools.

The Government of India decided to send Dr. A.C. Joshi, Secretary, Education Department, Government of Punjab, to participate in the above Conference as an expert from India.

Unesco—Humid Tropics Research Programme—Financial Assistance to Projects in India

The Indian National Commission for Unesco have received a research scheme from Prof. G.Y. Shanbhag of Mooljee Jaitha Arts and Science College, Jalgaon, East Khandesh, Bombay, for "the study and mapping of the super-humid, humid and sub-humid (moist) regions of India and vicinity" for financial assistance from Unesco. The scheme has been forwarded to Unesco for consideration.

Unesco System of Associated Library Projects

On the recommendation of the Indian National Commission, Unesco has granted the status of Associated Library Project to the Indian National Library, Calcutta, thus bringing the total number of such Associated Library Projects in India to four. The other three projects which have already been given this status are (i) The Library School, University of Delhi, Delhi (ii) Delhi Public Library, Delhi and (iii) Connermara Public Library, Egmore, Madras.

Agreements

The Government of India have concluded the following agreements with Unesco :

(i) Agreement on Research Centre on the Social Implications of Industrialisation in Southern Asia, at Calcutta.

(ii) Basic Agreement on Unesco's Technical Aid to Member States under normal programme.

Human Rights Day—10th December, 1955

A report on the celebration of the Human Rights Day in India on the 10th December, 1955, based on the replies received from the State Governments and Educational Institutions addressed in the matter was sent to the Ministry of External Affairs for onward transmission to the United Nations Organisation.

Unesco International Coupon Scheme

(a) Book Coupons

Book Coupons sold during the quarter ending 15th October, 1956, amounted to \$ 3,475,23 which brings the total sale to \$ 2,94,914.30.

(b) *Coupons for Scientific Material*

Coupons for scientific material sold during the quarter amounted to \$ 4,164,83 which brings the total sale to \$ 4,27,651,07.

(c) Coupons for Educational and Scientific Films

Film coupons sold during the quarter amounted to \$ 2,395,00 which brings the total sale to \$ 42,203,37.

CULTURAL ACTIVITIES

Delegation to USSR

On the invitation of the Government of the U.S.S.R., the Government of India sent a 12-member delegation of Indian Educationists led by Prof. Humayun Kabir to the Soviet Union for a period of three weeks to acquaint themselves with the U.S.S.R. system of Education. A sum of Rs. 65,000/- has been sanctioned to meet the expenses on travel etc. within India, and air travel from India to Moscow and back.

Delegation to Afghanistan

On the invitation of the Afghan Olympic Federation, an Indian sports team delegation consisting of Osmania University Football and Aligarh Muslim University Hockey teams was sent to Afghanistan to participate in the Afghan Jashan Celebrations this year. The teams consisted of 14 members each and were led by Shri S.M. Hadi, Hony. Adviser of Sports to the Government of India, Ministry of Education. A sum of Rs. 8,500/- was sanctioned to meet the expenses on travelling etc. within India.

Visit of Indian Cultural Delegations Abroad

To promote cultural relations between India and Nepal, a group of five musicians headed by Pandit Vinayak N. Patwardhan of Poona and a Ballet Troupe (Little Ballet Troupe, Bombay) consisting of 17 artists, was sent to Nepal to participate in the Gandhi Jayanti Celebrations, organised by the Indian Embassy in Kathmandu. In this connection a sum of Rs. 9,620/- has been sanctioned by the Government of India.

The 36-member Indian Cultural Delegation, led by Shri Anil K. Chanda, Deputy Minister for External Affairs, returned to India on the 10th October, 1956, after tour of three months of Czechoslovakia, Poland, U.S.S.R., Bulgaria, Rumania, Yugoslavia and Hungary.

Participation in the International Paintings Contest for Children and Young People

The International Youth Library in Munich, Germany, which is holding an International Paintings Contest for Children and Young People extended invitation to the Government of India for participation. The Government of India have decided to participate in the contest and

accordingly a set of 24 paintings on the subject "Wedding", (as proposed by the Library) has been despatched to Germany. A sum of Rs. 200/- has been sanctioned to meet the expenditure on the collection and despatch of these paintings.

Visit of the British Children's Art Exhibition to India

At the request of the Royal India, Pakistan & Ceylon Society, London, it has been decided to display the British Children's Art Exhibition consisting of 260 paintings in India for a period of about six months. The work of circulation of the Exhibition in India has been entrusted to the Bombay Art Society, Bombay. The Exhibition was on view at Bombay from 13th August to 19th August, 1956, and is now being exhibited in other important cities in India. A sum of Rs. 750/- has been sanctioned to meet the cost of printing 5000 copies of the catalogue of the exhibits.

Exhibition of Paintings of Indian Children

At the request of the Unesco Art Education League, Japan, 30 paintings of Indian Children were sent to the Unesco Liaison Office, New Delhi, for onward transmission to Japan for the third World Art Exhibition held in Japan in November—December, 1956.

Presentation of Books

A sum of Rs. 200/- was sanctioned for purchase of books for display at the South Australian Children's Book Council, Adelaide. The books dealing mostly with children literature in Hindi, Bengali and English have since been sent.

A book on "Pharmacopoeia of India" has been sent to the Indian Embassy, Djkarta for presentation to the Faculty of Medicine of the University of Indonesia.

A sum of Rs. 120/15/- has been sanctioned for purchase of writings of Pt. Jawaharlal Nehru to be presented to three libraries in Tehran during 1956-57.

At the request of the Indian High Commissioner in Karachi, 16 copies of the book "At The Feet Of Mahatma Gandhi", have been sent to him for presentation to some high dignitaries in Pakistan, who were closely associated with Mahatma Gandhi. Two hundred and thirty-three copies of the book have also been sent to the External Affairs Ministry for onward transmission to various embassies in foreign countries. Fifty-four books including books written by Mahatma Gandhi have been despatched to the Indian High Commissioner to Pakistan for presentation to the Atchison College and the Civil Service Academy.

Indian Council for Cultural Relations

The I.C.C.R. sponsored a Summer Camp in Kashmir in the month of June 1956, for foreign students. Youths of 27 countries, numbering 114, participated in the Camp.

The Council also arranged an eight-day orientation course for foreign students in Delhi and Bombay who arrived in India, this year for further studies.

Art Purchase Committee

A meeting of the Art Purchrse Committee was held at the Prince of Wales Museum of Western India, Bombay for the acquisition of Art objects for National Museum and the National Gallery of Modern Art, New Delhi.

Financial Assistance to Eminent Writers and Artists in Indigent Circumstances

Under the scheme of "Financial assistance to persons distinguished in letters, in art and such other walks of life who may be in indigent circumstances", 22 persons have been granted monthly allowances ranging between Rs 50/- to Rs. 150/-.

Central Advisory Board of Museums

The Central Advisory Board of Museums was inaugurated in September, 1956. The Board accepted the recommendations of the Expert Survey Committee with some modifications.

Grants and Sanctions

A sum of Rs. 1,00,000 (being the second and last instalment of the Government of India's total ad-hoc commitment of Rs. 2 lacs) has been sanctioned during 1956-57 towards the setting up of the Research Institute in Tibetology at Gangtok.

A sum of Rs. 1,000/- has been sanctioned on account of Railway freight, Port Trust and clearance charges on CARE gift books and CARE

children books received from CARE Mission in India for Indian children during 1956-57.

An ad-hoc grant of Rs. 5000/- has been sanctioned during 1956-57 to Indo-Arab Society, Bombay, for cultural activities during 1956-57.

An ad-hoc grant of Rs. 1,900/- has been sanctioned by the Government of India during the current financial year for a Tibetan school in Kalimpong run by Shri Lobsang Phuntso. The school is intended to give educational facilities to the Tibetans settled in Kalimpong.

A sum of Rs. 57,374 has been sanctioned to the United States Educational Foundation in India during 1956-57 on account of refund of Income-Tax, Customs Duty and other taxes under the Fulbright Agreement.

A grant of Rs. 10,000/- has been sanctioned to the Indo-Iranian Association, Tehran under the Ministry's programme for cultural activities during 1956-57.

A further grant of Rs. 5000 has been sanctioned to the Bhatkhande Sangeet Vidyapith, Lucknow in connection with the scheme for the translation and publication of Sanskrit Music Granthas.

An *Ad hoc* grant of Rs. 1,000/- has been sanctioned to the Indian Academy of Philosophy, Calcutta for the development of its activities during the year 1956-57.

An *ad hoc* grant of Rs. 27,153/- has been sanctioned to the International Children's Competition Committee, New Delhi to meet the expenses on staff and publicity in connection with the Children's Competition 1956-57 and to meet the deficit incurred on exhibition and prizes during 1954-55.

An *ad hoc* grant of Rs. 18,000 has been sanctioned to the Institute of Indo-Middle East Cultural Studies, Hyderabad-Deccan for the preparation and publications of the Institute.

An *ad hoc* grant of Rs. 25,000/- has been sanctioned to the Hindustani Cultural Society, Allahabad to enable the Society to construct a building of its own.

A further grant of Rs. 1,00,000/- has been sanctioned to the Sahitya Akadami for its normal working expenses and activities during 1956-57.

YOUTH WELFARE AND PHYSICAL EDUCATION

Third Inter-University Youth Festival

The third Inter-University Youth Festival was organised at New Delhi from October 22nd to 29th, 1956. This Festival was conducted on the same lines as the first two held in 1954 and 1955. This event, as a part of the Youth Welfare Programme of this Ministry, is intended to minister to the cultural and emotional needs of youth. The competitions were held in Arts and Crafts, Drama—One Act Play, Instrumental Music, Vocal Classical Music, Classical Dance, Group Dance, Group Singing, Radio Play and Hindi Elocution.

Except the Universities of Roorkee and Madras all the universities in the country sent their contingents to take part in the different items of the function.

An amount of Rs. 2.5 lakhs was sanctioned for this function.

Youth Tours

Financial assistance is being given to small and manageable batches of students to undertake tours to places of historic importance, scenic beauty, architectural grandeur and to places where big national projects are being undertaken. This assistance is limited to 75% of the Railway/Bus fare at Student's Concession rates on the recommendation of the Vice-Chancellor of the University or Education Secretary of the State Government concerned. During the current financial Year a total amount of about Rs. 1 lakh has been sanctioned to nearly 130 different educational institutions.

Youth Hostels

An amount of Rs. 20,000/- was sanctioned for the purchase of a building at Dalhousie to serve as a Youth Hostel. Steps are also being taken to set up a network of Youth Hostels in the country with the cooperation of State Governments and Youth Hostels Association of India. These Youth Hostels serve to provide cheap food and accommodation to the youth while on the march.

Non-student Youth Clubs, Workshops, Youth Welfare Boards and Committees, Survey of the

Living Conditions of Students and Publications on Youth Welfare form other important items of work proposed to be undertaken very shortly.

Sports

Two Coaching Camps in Lawn Tennis and Table Tennis were organised by the Ministry at Madras and New Delhi respectively in August-September, 1956.

The following grants have been sanctioned to the Sports Federation :

Name of Federation	*Purpose*	*Amount*
All-India Lawn Tennis Association New Delhi.	Asian Championship of December, 1955.	Rs. 15,000/-
Chess Federation of India, New Delhi.	Improvement and Development of Chess Federation of India.	Rs. 2,000/-
National Rifle Association of India, Ahmedabad.	4th National Shooting Championship held at Ahmedabad in 1955-56.	Rs. 15,000/-

Physical Education

The fourth meeting of the Central Advisory Board of Physical Education and Recreation was held in New Delhi in August, 1956. The Board set up a Sub-Committee to prepare a detailed programme for the development of Physical education during the Second Five-Year Plan. The report of the Sub-Committee has been received and will be considered by the Board at its next meeting.

The Government of India has now decided to locate the proposed National College of Physical Education at Gwalior. It is proposed to name the College after the late Rani of Jhansi. The Government has made a provision of Rs. 70 lakhs in the Second Five-Year Plan for the purpose.

A sum of Rs. 18,000/- has been sanctioned to K.S.M.Y.M. Samiti, Lonavla (Poona) for the promotion of Scientific Research in Yoga during 1956-57.

Bharat Scouts' and Guides

A sum of Rs. 3,500/- has been sanctioned to the National Secretary, Bharat Scouts and Guides to meet the expenses of a tourist class return sea passage to and from the U.S.A. of a girl guide to participate in the International Girls' Scouts/Guides visitor observer of 1956.

A sum of Rs. 25,000/- has been sanctioned to the Chairman, Organising Committee, International Commissioners meeting, as part of the expenditure regarding the construction of a Hall at the Headquarters of the Delhi Bharat Scouts and Guides.

National Discipline Scheme

The Ministry of Education with the concurrence of the Planning Commission has proposed a provision of Rs. 5 lakhs for the implementation of National Discipline Scheme among the school children during 1956-57. Further provision during the subsequent years of the Plan is proposed to be made in the light of the working of the Scheme during 1956-57.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Central Secretariat Library

During the quarter the Library issued the monthly lists of additions and the Quarterly Index of Indian Phriodicals. Statistics pertaining to the activities of the Central Secretariat Library during the quarter ending 15th October, 1956 are given below :

No. of New books received	1062
No. of Official Publications.	722
No. of Pamphlets.	256
No. of Periodicals.	2047
No. of U.S.A. (Exchange) Publications.	361
No. of members enrolled.	1084
No. of members enrolled so far.	8852
No. of books issued	26145
No. of Official Publications issued	205
No. of magazines circulated	1126
No. of queries answered	2385

Central Educational Library

The Reference service prepared 14 bibliographies including the one on 'Waste in Education at the Primary Level in India'. It also

compiled a bibliography on 'Primary Education India' for Unesco's forthcoming publication "World Survey of Primary Education". This section has also started sending the 'Lists of Recent Additions' to the training institutions and the Directors of Public Instructions of various States in India.

The Educational Abstracting Service brought out, the following publications during the quarter under review :—

(1) Indian Education Abstracts Vol 2, No. 1 March, 56.
(2) EAS Bulletin. Vol 1. Nos. 6-7, June-July, 56.
(3) EAS Bulletin. Vol 1, Nos. 8-9, August-September, 56.

During the quarter the children's section prepared a list of 400 important books. Work on the compilation of graded lists for children is under progress.

The Adult Literature Section admitted 384 members during the last quarter, bringing the total to 3840 on 30-9-56. On an average it issued 134 books per day and its reading room was used by an average of 235 persons per day.

Educational Information Service

During the quarter under review 3640 enquiries concerning various aspects of Education in India and abroad were dealt with. About 400 visitors sought information from the Information Library.

Information was collected on the following subjects :—

1. Regulations, Syllabus, Propsectuses etc. of Law courses provided by the Universities in India.
2. Facilities for studies in *Medicine*—Norway.
3. Facilities for studies in Radio and Television-Germany.
4. Institutions in Germany providing facilities for studies in Dam Construction.
5. Internships and Residencies in the hospitals in the U.S.A.
6. Post-graduate work in Metallurgy-Sweden.
7. Studies in Paper Technology—Germany.
8. Studies in Engineering—Malaya.
9. Studies/Training in Printing in Germany, Italy; and Switzerland.
10. Training in Photography-Germany, France and Switzerland.
11. Post-graduate Studies and Research in Mongol Culture—China.
12. Study of Languages in Primary, Secondary and University stages in India.

Information was compiled on the following subjects:

1. Unesco's Questionnaire on Statistical Education and Training in India.
2. Facilities for courses in advertising in various Universities in India.
3. Institutions receiving grant-in-aid for Cultural and Recreational undertakings in various States in India.
4. Facilities for Practical Training in Aeronautical Engineering at M/s. Field Aircraft Services Ltd., Croyden Airport London.
5. Institutions imparting training in Cottage Industries in India.
6. Courses in Education available in Manchester University.

The Note on "General Information for Private Students Desirous of Going Abroad for Further Studies/Training" was revised.

Educational Statistics

The following publications were brought out during the period under review : (i) Directory of Institutions for Higher Education, 1956. (ii) Education in States, 1953-54.

The statistics for the year 1954-55 have been substantially reconciled by visiting 19 States. In some cases the statistics for 1953-54 were also reconciled.

Officials from Saurashtra and NEFA attended this Ministry for the reconciliation of statistics of their States for the year 1953-54 and 1954-55.

Three officials from N.E.F.A. were given training in educational statistics in this Ministry. A talk on "Educational Statistics" was also organised for graduate and Post graduate students of the Indian Statistical Institute, Calcutta, who came to Delhi for training at the Central Statistical Organisation.

Thirty three major statistical enquiries were attended to during the period under review.

Publications

The following publications were brought out during the period under review :

1. A National Plan of Physical Education and Recreation.
2. Experiments in Secondary Education. Edited by E.A. Pires.
3. Child Writing.
4. The Education of the Adivasis in Thana District by G.K. Koppikar
5. Indian Universities by Samuel Mathai.
6. Social Education in India by S. Sohan Singh.
7. Technological Education in India by G.K. Chandiramani.
8. The Concept of Basic Education (Hindi)
9. A Provisional Lsit of Technical Terms in Hindi (Posts and Telegraphs)
10. -do- (Chemistry II)
11. -do- (Defence VI)
12. -do- (Overseas Communication Service)
13. -do- (Defence V)
14. The Education Quarterly, September, 1956 Number.
15. The Education Quarterly, Special Unesco Number.
16. Letter from Manila.
17. Proceedings of the Meeting of the National Council for Rural Higher Education.
18. General Education—Report of a Study Team.
19. School Architecture.
20. Proceedings of the 23rd Meeting of the Central Advisory Board of Education.
21. Model Constitution of the State Sports Federations.
22. Constitution of the Sports Council.
23. India and Unesco—Speech delivered by K.G. Saiyidain at the Concluding Session of the Ninth General Conference of Unesco, New Delhi, on December 5, 1956.

4251/- copies of publications were sold for a cash return of Rs. 3414/-

An All-India Educational Exhibition was organised by the Exhibition Unit of the Ministry at Mathura Road, New Delhi from 8th November to 5th December 1956. Over 1,25,000 people visited the Exhibition. Besides the Exhibits on various aspects of education in the country, the Ministry displayed its publications at the Pavilion.

ARCHAEOLOGY

North Western Circle

Structural repairs to the tomb of Khan-i-Khanan, New Delhi have been taken up during this year. In this quarter the bulged out and dislodged red stones from the drum of the dome and the chattries have been taken out and reset in lime cement mortar in conformity with the old work. Extensive repairs were also done to the Jami Masjid, Delhi.

Mid-Eastern Circle

At Sarnath, Kushinagar and Nalanda the clearing up of the Sites of debris, laying of pathways and turfing have been completed. Construction of quarters for staff at Sarnath and Kushinagar are completed and will soon be put to use. The canteen at Sarnath will be let out to caterers. At Nalanda in addition to quarters for staff and godown, a lavatory block is being constructed as an amenity to the public. Extension to the museum is in progress and the work is expected to be completed by middle of October.

Eastern Circle

A large number of temples at Chandrakonda, Khirpai, Oriyasrai Garhbeta and Bagdi-Krishnapur in Midnapore District and Virnagar in Naida District have been inspected, The question of protection of Five temples is under consideration as they posses considerable architectural importance and wealth of decorative details.

Annual repairs to the Adina Mosque at Pandua (Distt. Malda) and Damodar temple at Suri (Distt. Birbhum) have been completed.

South Eastern Circle

General clearance of the Buddhist sites was undertaken at Jaggayyapet and Ghantesala in Krishna District, Bhattiprolu in Guntur District, Sankaram in Visakhapatnam District and Salihundam District in connection with the commemoration of 2500th Buddha Jayanti Celebrations. A hoard of coins was found in the village of Petluripalem in Guntur District. The coins are alleged to be of Kshatrapa dynasty.

Central Circle

Due to the growing international importance of Sanchi, a scheme of taking out water to the

top of the enclave by means of pumping sets attached to the pipe line to be installed later on, if necessary, is under way. For the implementation of this scheme a sum of Rs. 9,600/- has been sanctioned for boring a well to a depth of 320 ft. The whole monumental enclave at Sanchi is being properly enclosed.

Nagarjunakonda Excavation Project, Guntur

About 700 acres of land has been pegmarked for deep digging in the current season and this has been divided into four sectors for systematic combing. Excavations done so far have revealed structural remains of *viharas* and stupas and dwelling houses in Vijayapuri area. Of the antiquities discovered a gold jewellery consisting of a necklace, two earings and a Roman coin is noteworthy. Coins relating to Ikshvakus and their immediate successors—Vishnukundins and Chalukyas—are also in evidence.

Central Asian Antiquities Museum, New Delhi

Eighty-Five Buddhist art objects from the Museums at Nalanda, Sarnath, Sanchi, Nagarjunakonda and Amaravati were brought to New Delhi, and exhibited at the International Buddhist Art Exhibition held in November 1956. Preparations were also made in all the Museums to observe in a befitting manner the Museum Week organised by Uensco in the second week of October, 1956.

National Museum, New Delhi

On the occasion of the Annual Meeting of the Archaeological Advisory Board, an exhibition was organised in the National Museum in September, 1956. Besides other exhibits, there were on show antiquities recovered from excavations carried out during the year at various places throughout India.

Further additions have been made to the Museum collections including some antiquities, formerly on exhibition in the old India House Museum, London.

Government Epigraphist for India, Ootacamund

Of the inscriptions examined during the quarter under review the following deserve mention for their special importance :—

1. A set of three copper plates from Adhabhara (Adbhar or Arbhar), a village about 40 miles from Bilaspur town that records the grant of a village named Kontinika, to a *Bhagavata Brahmana* and *Narayana Upadhyaya* by the King Maha-Nannaraja (Nanna II), son of Mahasiva Tirvararaja. The inscription reveals for the first time that Mahasiva Tivara was succeeded by his son Maha-Nannaraja (i.e. Nanna II), a king not known so far, and not by Chandragupta as was assumed hitherto. About Mahasiva Tivara, the record supplies a striking fact that he was not only a ruler of Kosala but also of territories included in Utkala (modern Orissa) and many other *mandalas*.

2. The next charter belongs to the Western Chalukya ruler Vinayaditya. It is written in Sanskrit in southern characters. This is the earliest record of Vinayaditya and is dated Saka 604, in the 2nd regnal year of the king, in Vaisakha, Paurnamasi (A.D. 682).

3. Another set from Javarkheda (Bombay) that pertains to a grant made by the Rashtrakuta Emperor Amoghavarsha I in response to a request made to him by *Bhattarika* (noble lady) Asagavva while he was camping at Sri-Nisvapuraka. The grant discloses a new *biruda Tribhuvana-Vallabha* of the king.

NATIONAL ARCHIVES

Acquisition

Seventy-two authenticated copies of bills Parts A, B and C States assented to by the President, four letters and one memoir of Lady Suagge (1826-1914), an album containing 31 paintings (purchased from Mr. Edward Hall of Surrey, England), 142 files (1926-47 : Accounts, General and Establishment Branches) of the Office of the Salt Commissioner, 172 files (1911-54) of the Regional Commissioner Madhya Bharat and Rajasthan, 701 files (1936-37) of the Home Department (Political-1 : Secret), three reels of microfilms of records (from Bibliotheque Nationale, Paris), 182 volumes and 40 bundles of records (1871-1940) of the Ministry of Defence and 92 reels of microfilms of Dutch records of Indian interest available in the Algemeen Rijksarchief, the Hague, were received.

Preservation and Rehabilitation

21,394 sheets were repaired, 121 maps repaired and mounted ; 82,203 sheets gathered and guarded, 38,399 sheets flattened, 18,1,693 pages numbered, 12,496 O.cs. sorted, 15,327 O.cs. docketed, 665 volumes of records, 150 books, 16,685 O.cs., four registers and 42 maps checked, 5,150 O.cs. stitched, 259 volumes of records, 223 books, 35 registers, 61 pads, three signature pads, three file guards, one map, one map. roll, 29 pass-books, three blotting pads, 40 map folios, one table-pad and 117 gate passes bound and 2,159 volumes of records treated with leather preservative mixture.

Photo-Duplication

The microfilming of the Foreign Department records was continued and about 93,500 exposures were made. Besides, photo-duplication service was rendered to Union Ministries, State Governments and individuals. 13,000 paintings and art objects were photographed in the National Gallery of Modern Art.

Reference Service

On an average 35 scholars conducted research in the Department. 15,131 requisitions from research scholars and different Ministries and offices of the Government of India were dealt with. 3,301 pages of excerpts were released to research scholars after scrutiny. In addition, 166 and 102 pages of excerpts were released respectively to the Punjab and Delhi State Boards, History of Freedom Movement in India.

Publications

Further progress was made in the printing of volume I, XI and IX and indexing of volume II of the Fort William-India House Correspondence. The compilation of the Annual Report of the National Archives of India for 1955 has been taken up. The printing of volume IX No. I of *The Indian Archives* Journal is making progress. Further progress was made in the compilation of volume XI (1794-95) and the printing of volume X(1792-93) of the Calendar of Persian Correspondence.

Indian Historical Records Commission

Progress was made in the printing of the Handbook of Indian Archival Repositories and the Volume I of the Inspection Reports of the Director of Archives, Government of India.

Library

564 books and periodicals were added to the Library. 8,429 publications were issued to research scholars working in the National Archives of India, the publication Branches of the Department and the various Ministries and agencies of the Government of India. 4,930 excerpts from printed books were released to research scholars.

Workshop Wing

The Special Workshop Wing that was opened in the National Archives in January 1956, undertook and completed 738 repair jobs of office machinery and furniture by September 1956. The different kinds of mechanical and electrical machinery in the Department were examined every week and kept in working order.

ANTHROPOLOGY

Under the period under review a paper entitled "The Comparative Study of the Body Proportions of the Onge of Little Andaman" was published. Two papers, entitled, 'PTC Taste deficiency among the Pod and the Bagdi of West Bengal' and 'Patterns of In-Law Tension in Dobbi Taluqua (U.P.)' have been completed.

An expedition to Rupkund collected numerous materials of scientific value including remains of human bodies with flesh, bones, skulls, etc. A field-party followed up the monthly programme of anthropometric and X-Ray radiological studies of physical growth and skeletal maturity among the research Series of children in the suburbs of Calcutta.

The Morphology Section continued its regular preservative treatment, reconstruction, diagraphic and craniometric studies of the Adittanalur, Harappa and Mohen-jo-daro human skeletal remains. All the prehistoric animal remains of Rupar present in the Department have been numbered and catalogued.

The Human Biology Section has completed one paper on phenylthiocarbamide Taste deficiency in the Pod and the Bagdi communities of West Bengal.

The Ethnography Section was engaged in treating the departmental as well as the museum

specimens to exhibit them in the modernized show-cases. Three show-cases of the Khasi, Naga and Onge, have been completed.

The Bio-chemistry Section analysed about 46 samples of tribal liquors, distilled and undistilled, and estimated the specific gravity, alcohol percentage and acidity for the distilled ones and the total ash, iron, phosphorus, protein and vitamin contents of the undistilled liquors.

The Statistical Section has carried out certain Statistical studies on the visitors to the Indian Museum, Calcutta. "Maximum Likelihood" method of analysis has been applied to some ABO Blood groups data.

The Social Anthropology Section has drafted papers on Riang religion Patterns of In-Law Tension in Dobbi Taluqua (U.P.), Santal Cosmogony and Garo marriage.

The Psychology Section continued the analysis of the field data on the Baiga of Madhya Pradesh.

The Section of Linguistics finalized a list of International phonetic symbols and carried out the analysis of the field-data on Onge speech and music.

The Photography Section made considerable progress in preparing the Tribal Maps of Rajasthan, U.P., Andaman Islands, and Assam.

NATIONAL LIBRARY

During the Quarter under report, the Government of India reconstituted the Council of the National Library, Calcutta, as follows for a period of three years ;

Educational Adviser to the Government of India, Ex-Officio Chairman ; Librarian, National Library, Calcutta, Secretary ; Two Members nominated by the Government of West Bengal, One Member nominated by the University of Calcutta, One Member nominated by the Central Universities by rotation and Six Members nominated by the Government of India.

Thirteen additional posts were created to enable the Library to cope with the work connected with the acquisition of Books and Publications under Delivery of Books (Public Libraries) Act 1954.

The Reference and Bibliography Section of Library prepared a list of books written in the English Language on India, consisting of 1750 entries, suggested for display at the exhibition organised by the Sahitya Akademi on the occasion of the 9th session of the Unesco General Conference.

Under the India Wheat Loan Educational Exchange Programme Shri B. Sen Gupta, Superintendent, Cataloguing Division No. I has been deputed to the United States of America for a six-month tour of observation and study of problems connected with the compilation of Bibliography.

The author-Catalogue of Printed Books in European languages Vol. 7 (Q-R) was printed during the quarter.

N S. Junankar

THE NINTH SESSION OF THE GENERAL CONFERENCE OF UNESCO

THE Ninth Session of the Unesco General Conference, which was recently held at New Delhi, marks an important landmark in the history of modern Asia. It is a tribute to the importance that is now attached by the United Nations and its Specialised Agencies to the countries of Asia. This is the second occasion when Unesco held its General Conference in Asia. The third Session of the General Conference was held in Lebanon in 1948. It is for the first time that a General Conference of this type and magnitude has met in India. In a sense this is also a tribute to the role of this country as the harbinger of peace and good-will among nations. It was therefore in the fitness of things that as part of the celebrations of the 2500 anniversary of the Parinirvana of the Buddha, a symposium on Buddhism was organised in collaboration with Unesco during the General Conference.

Dr. N.S. Junankar, Secretary-General of the Indian Delegation to the Ninth General Conference of Unesco and Liaison Officer, Unesco Conference Liaison Office, is Secretary of the Indian National Commission for Cooperation with Unesco and Deputy Educational Adviser to the Government of India. He is in charge of the Unesco and Publication Division of the Ministry of Education.

Problems of Organisation

The Ninth Session has a special significance for this country. Ever since the invitation of the Government of India to hold this Session in New Delhi was accepted in 1954, it was realised that we had undertaken heavy responsibilities as host country and the fulfilment of these responsibilities was bound up with the reputation of the Government and people of this country. The Conference needed premises for its various meetings and we had none; about 1000 delegates and Unesco officials were expected to attend the Conference and we had no adequate hotel accommodation. These were the most difficult problems and it is indeed remarkable that the Vigyan Bhavan along with simultaneous interpretation equipment and various accessories, multi-storeyed Office Building, Ashoka Hotel and Hotel Janpath were all constructed within less than two years. The Vigyan Bhavan which was completed in all respects within less than thirteen months is a unique achievement of labour and talent combined in a gigantic effort for a common cause. And all this was done without any foreign technical assistance. During this period of extraordinary activities there were anxious inquiries from all over the world as to whether our ambitious plans would be implemented. But all those who were at the helm of affairs kept cool and stuck to their targets and schedules.

Apart from the physical premises, we had undertaken several obligations. A variety of services and facilities such as stationery and equipment, telephones, post and telegraph, bank, transport and medical service, documentation and administrative services, security, protocol and reception, travel, tourism and publicity, Unesco Month etc.—all of which had been laid down in a Unesco document—had to be provided. Till July this year there were hardly three persons engaged in the task of the Conference arrangements. The Ministry of Education set up a Coordination Board consisting of representatives of the various Ministries of the Central Government and the Delhi State in March and a regular Unesco

Conference Liaison Office with skeleton staff was established in July this Year. The General Conference required collaboration, at all levels, between the different Ministries and the success of the Conference was largely due to the coopera-tive methods of work and organisation. Most of the staff in the Indian Liaison Office was fresh from the Employment Exchange, and they had hardly any experience of office routine or dealings with foreigners. In this Conference they had to work for the first time with the Unesco officials and delegates belonging to different nationalities all over the world. In a sense this was the first pilot project, on a large scale, of mutual appreciation of eastern and western cultural values, which has been adopted by Unesco as one of its major projects. In fact, this was the most important aspect of the Conference arrangements. Efficiency and the behaviour of every person in such an undertaking become representative of the whole country for foreigners and it is therefore gratifying that the delegates and Unesco officials have been satisfied with arrangements.

During the Conference a series of cultural programmes, exhibitions and receptions were organised. This gave an opportunity to our visitors, many of whom had come to this land for the first time, to see something of the deeper urges and aspirations of our people and different facets of our life and culture. The East has always exercised a peculiar fascination for the West and the Conference has opened up fresh avenues for mutual understanding and enrichment. It is an investment for peace and good-will, which are the basic objectives of Unesco. In this sense the Ninth Session marks an important landmark in the history of Unesco. The problems of the under-developed areas of the world are of crucial importance for the future development of the Organisation. The insight and appreciation which the participants from all over the world and Unesco Secretariat have acquired during their stay in this country will be an asset for the fulfilment of the Unesco objectives.

Down to Business—Defences of Peace

The General Conference of Unesco which meets once in two years is a sovereign body which determines the policies and main lines of work of the Organisation. The Ninth Session opened on the 5th November in the Vigyan Bhavan when the outgoing President of the Conference, H.E. Mr. Zavala Muniz from Uruguay, the Minister of Education and the Prime Minister addressed the gathering. In the afternoon there was an impressive function at the National Stadium to welcome the delegates when the President and the Vice-President gave their addresses. "We meet at a moment," as the Prime Minister said in his address, "when we can hear again the dread tramp of armed men and the thunder of the bombs hurled from the skies to destroy men and cities below." This atmosphere of anxiety and uncertainty about the future of mankind persisted throughout the Conference and in the earlier stages there was a measure of unreality about the various items of the agenda. After all, we cannot plan education, science or culture for the entire humanity unless it is going to survive. It is customary in the General Conference of Unesco to rule out discussion of vital problems like war and peace on the grounds that these are essentially political questions. And yet the whole purpose of Unesco is "to build the defences of peace in the minds of men." The preservation of world peace is of primary concern for the various activities of Unesco and in a moment of crisis an ostrich-like attitude does no good to an international organisation. In the Conference there were delegations from practically all the countries which were involved in the recent unhappy events that have occurred in Egypt, Hungary and Cyprus and it was impossible to shut out these vital questions in spite of the ingenuous resort to procedural subterfuges. Ultimately, the Conference managed to reach mutually acceptable resolutions about these controversial issues.

Throughout the debate on aggression in Egypt, the delegate of Egypt, Dr. Awad, impressed the delegates as a quiet, sober and unbending champion of freedom and good-will and towards the end of the Conference his performance was hailed as a highlight by the distinguished delegate from Canada. The ever-recurring theme of the admission of the People's Republic of China

was debated and left to the United Nations to decide. With the admission of new Member States in the Ninth Session, Unesco has now a membership of 79, in addition to five Associate Members. But so long as this vast section of the world's population is left out from the counsels of the world, Unesco cannot fulfil its basic objectives or become global in character. In all these controversies, it seemed as if the spirit and genius of Mahatma Gandhi had cast its spell on the Conference. In a sense, the moving tribute paid by the Brazilian Delegate to the memory of Mahatma Gandhi summed up the spirit of the Conference.

Enhanced Budget

The Conference, which met for nearly a month, discussed several important educational, scientific, cultural and administrative problems. As in previous Sessions, the important items on the Agenda were the Report of the Director-General on the work of the Organisation, Draft Budget and Programme for the next two years, admission of new Member States and amendments to the Constitution and Procedure of the Organisation. The draft Budget and Programme of Unesco for 1957-58, which was discussed in the Programme Commission in great detail, was finally approved with certain modifications. One of the important decisions of the Conference was to raise the budget by a million dollars above the figure proposed by the Director-General and approved by the Executive Board. The total budget now approved for 1957-58 is $ 23,849,355. The budget ceiling which is fixed in the early stages is always a crucial moment in the Conference. This led to a crisis in the Seventh Session when Dr. Bodet resigned his post as Director-General. There are Member States of Unesco who are anxious to keep the budget as low as possible and in any case not more than the Organisation has managed to acquire in previous years. These are the more powerful and richer countries who use every possible argument ranging from concentration of programme and efficiency to their inability to provide additional funds because of their defence commitments. But there is a large majority of Member States including India who urge the need for giving additional resources to the Organisation so as to enable it to redress the balance between the old world and the new in the fields of education, science and culture. As a result of their efforts, the increase in the budget was accepted with a good grace.

Three Major Projects

The significant feature of the programme adopted by the Conference is the three Major Projects - the Extension of Primary Education in Latin America, with the object of helping in the all-important task of training teachers ; the Scientific Research on Arid Lands with a view to arresting the vast desert regions of the world and making them habitable homelands for man ; the development of Mutual Appreciation of Eastern and Western Cultural Values.

All these three Major Projects are of special significance to us. The major Project for Latin America will be watched with interest as the experience gained there will be useful for Asia which has similar problems. It is hoped that Unesco will add a similar project for Asia in its future programme. We are directly concerned with the Arid Zone Project and our participation will be of substantial benefit in dealing with our desert problems. But the most important Major Project is that of Mutual Appreciation of Eastern and Western Cultural Values. This project was not originally included in the draft Budget and Programme. India has played an important part in the initiation and acceptance of this Project and its acceptance is an historic achievement of the Conference in New Delhi. This Project is rooted in the faith that one of the basic objectives of Unesco is to build bridges of understanding between different peoples and values. If, as a result of this Conference, this particular project alone gets a good start and becomes a living and dynamic reality, dispelling something of the cold war of fear, ignorance and suspicions, behind which national prejudices and hatreds are apt to take shelter, it will have made its mark.

The Conference adopted various amendments to the Constitution and Procedure of the Organisation. The membership of

the Executive Board has been raised from 22 to 24. This was done to provide better representation to the various regions but in the elections, Asia lost two seats out of five which it had before. This has caused concern to Asian countries and it is hoped that Asia will be restored to its legitimate representation. Dr. Zakir Husain was elected to the Board on behalf of India.

Every General Conference is confronted with the problems of conducting its business efficiently. The main difficulty arises from the fact that every aspect of the draft programme, which is given in a huge document, has to be discussed and approved by the Programme Commission. It is physically impossible for such a vast gathering to scrutinise every detail of the Programme which is presented by the Director-General with the comments or approval of the Executive Board and is to be implemented by him and his Secretariat in Paris. There is therefore a good deal of frustration in the Programme Commission. According to some, this is largely due to fresh proposals having substantial financial implications which are submitted just before and during the first week of the Conference. This is a somewhat controversial question as it is difficult to ensure efficiency of discussion without sacrificing the vitality of the Conference. It has now been decided that fresh proposals should be submitted well in advance of the Conference. The next Session will be watched with interest for the results of the amendments.

In accordance with the well-established convention, the Minister of Education, Maulana Abul Kalam Azad, who was the Leader of the Indian Delegation, was elected the President of the Conference. The Indian Delegation played an important part in the deliberations of the Conference. The Conference provided ample opportunities for the delegations of Asian and African countries to exchange their ideas and experiences in the fields of Unesco.

Unesco Press and Public

The Conference received wide publicity all over the country and evoked a great deal of interest and enthusiasm, not only amongst intellectuals but also amongst the common people. As a result, Unesco has come closer to our people who have an instinctive sympathy for all that Unesco stands for. This has deepened our faith that there is no problem, national or international, which will not yield to good-will and mutual understanding and inspite of differences in ideology, race or colour, the educationists, scientists and savants who came to this Conference have gone back with renewed faith in peace, justice, freedom and fraternity. The Conference concluded its deliberations on the 5th December and the speeches on the Vote of Thanks to the host country gave sufficient indication of the impact which this country had on our distinguished visitors.

J.K. Shukla
and
Udai Pareek

RESEARCHES IN BASIC EDUCATION–A REVIEW

BASIC education has now been adopted as the national pattern at the level of school education in our country. Steps have been recently taken to clarify the concept of Basic education and to popularise it at various levels by suitable publications, by organising high-level seminars, and by holding an All-India Basic Education Exhibition. The Government of India and the State Governments are now engaged in exploring ways and means to expand and improve Basic education on sound scientific lines even within the limited financial resources available during the Second Five-Year Plan.

The Scheme of Basic Education has evolved as a result of perhaps the greatest ntiaonal experiment in any country of the world. Its underlying philosophy, propounded by Mahatma Gandhi and later on elucidated by such nationalist–thinkers, as Dr. Zakir Husain, the late Shri Kishori Lal Mashruvala, Kaka Kalelkar, Acharya Kripalani, Shri Saiyidain and others, lays stress on the development of a harmonious personality commensurate with social and national good. Since the scheme originated as a result of Gandhiji's experiments and his untiring search for fundamental principles, it is essential that a progressive outlook and a spirit of experiment, search and research should be maintained in tackling the issues of Basic education.

J.K. Shukla, Member, British Phychological Society and Collaborator in "Studies in the Social Psychology of Adolescence", is Director, National Institute of Basic Education, Government of India. He is at present abroad on deputation as a Unesco Fellow.

Udai Pareek, Editor, "Education and Psychology"—a research quarterly—is Officiating Director of the National Institute of Basic Education, Government of India.

The need for organised research in any system of education arises only after it has been established. Basic education has now passed through a period of experiment and theoretical formulation and the need for organised and scientific research is evident. Moreover, it is, in some ways "a radical departure both in theory and practice from the traditional pattern and it calls for a careful reorientation of teachers' ideas, attitudes and techniques". In the context of the present programme of its extension and expansion, consolidation and improvement, research in the various problems affecting Basic education has been keenly felt. It may be said that there is hardly any systematic and well planned research being done in Basic education in our country at present. There are only a few published researches available and it may seem premature to attempt a critique of such researches. Quite a few research reports have been produced in the universities, mostly in the form of theses submitted for higher degrees of education. As these works are unpublished they are normally inaccessible, but the present authors have had the opportunity of reading most of them closely as a result of which they have prepared the present review.

This review is attempted with a four-fold purpose :

(i) To awaken interest in some

problems demanding immediate and urgent investigation ;

(ii) to examine the lines of investigation so far adopted so as to indicate handicaps and shortcomings of those investigations ;

(iii) to make available for interested persons some details about researches on the various topics so as to stimulate further inquiry and coordination of efforts ; and,

(iv) to consider how far the findings have helped to clarify the understanding of the various aspects of Basic education investigated.

Unfortunately, there has been no attempt so far to coordinate such researches, or even to enlist them. As one of its manifold activities, the National Institute of Basic Education recently established under the Ministry of Education by the Government of India has undertaken this work and has brought out *Basic Education Abstracts*, the first number of which is devoted to researches.

Researches so far conducted can be classified from various points of view. They have been either university-sponsored or conducted on individual initiative or through other organisations. The latter group comprises only a few researches (3, 4, 9, 14, 24, 25, 26, 31).* Researches may also be classified as published (3, 4, 14, 16, 24, 25, 26, 27) and unpublished. Summaries of two researches (18, 42) have been published. Except three all the researches have been reported in English (24, 25, 26). These three are published in Hindi. Researches may also be classified on a chronological basis (having been conducted before 1940, between 1940 and 1947 and after 1947) or on regional basis etc. The most useful classification seems to be one made on the basis of particular aspects of Basic education which these researches have covered. From this point of view, they can be grouped under nine categories. The present review will follow this classification in discussing various researches.

I. History and Surveys* *

Some attempt has been made at surveying the state of Basic education in a given region or a province (State). No important work has been attempted on the history of Basic education in the light of the country's cultural, social and political back-ground.

Among the various studies reported under this category, those of Bhatt (2), Naik (23), and Verma (43) deserve special mention. Bhatt's study does not fall exactly under this classification, but it reveals how the working and development of an institution may be described. Naik has attempted to describe the progress of Basic education in Surat District in Bombay State. It is an enquiry based on official reports and relates to such aspects as syllabus, staff, pupils, training of teachers, buildings, self-sufficiency aspect of crafts, inspection and administration of the Basic schools in that area. The main purpose of Verma's study was to assess the working of Basic schools in Delhi State. The data collected by her reveals a number of findings about school attendance, the working of the school, craft work, curricular activities etc. Suggestions offered by her include the setting up of full grade Basic schools, provision of residential accommodation for teachers, the regular supply of material to schools, the provision of more teachers, the arrangement of better teacher education, introducing better methods of evaluation and the holding of exhibitions.

It will be easily seen that the scope of the studies is very limited and their technique of enquiry far from objective and scientific. Moreover, certain survey studies have indulged in unwarranted generalisation. It is necessary that surveys should be undertaken in an objective way and should present data clearly and interpret them in such a way as not to confuse or cloud issues. Moreover, survey studies should not merely report facts but should so present them as to focus attention on certain outstanding problems requiring the attention of teachers, administrators and research workers. In this connection it may be pointed out that

*Numerical citations refer to the list of references at the end of this article.
* *2, 5, 7, 8, 23, 24. There are others which devote some portion to this topic : 1,6,10,30.33,36,38,39.

studies surveying the growth of Basic education in compact areas in Bihar, Bombay and elsewhere would have been specially helpful as revealing problems for those States that are just beginning the experiment.

Another drawback is that nobody has yet attempted a systematic history of the growth of Basic education. Two kinds of history writing seem to be important in this connection. A chronological history of the growth of Basic education incorporating the proceedings of various conferences, discussions, articles, reports of institutions, committees etc. is badly needed at present. The work should be comprehensive and should, to claim authenticity, draw upon the scattered material. Another type of history can be attempted from the point of view of the various aspects or topics of Basic education e.g. the development of the technique of correlation or the concept of self-sufficiency in Basic education—its origin and development. Both kinds of history have their own use. It would also be useful if an objective survey were made to estimate the contribution made by voluntary and Government agencies to the development and expansion of Basic education in India.

As this review is being written, a useful and important Report on the Assessment Committee on Basic Education has been published. For the first time since the scheme of Basic education was started, we have been presented with a compact and factual picture of what is being done in the field of Basic education. The report is based on visits by members of the Committee—all experts on Basic education—to eleven States of India. The Committee tried to assess Basic education work at the following levels : (1) at the State Government and Ministerial level, (2) at the administrative level, (3) at the Basic Teacher training level, (4) at the Basic school level, and (5) at the public level.

In every State that the Committee visited, the members had a programme of discussions, visits to institutions and meetings at the above five levels to assess Basic education and to collect material for their report. While the scientific reliability and validity of this approach is open to criticism, it must be said that the report has tried to survey, as objectively as feasible, the existing situation and has revealed many hopeful features as well as defects in the understanding of Basic education or its organisation. The report has also offered some constructive suggestions on how to bring about effective improvement. As this is the first survey on an all-India basis, the findings and recommendations of the Committee deserve serious consideration.

II. *Philosophy and Theory*

Basic education is an entirely new conception of education and, therefore, necessitates discussion of the philosophy and theory underlying it. Apart from the writings of Mahatma Gandhi and other eminent persons, the publications brought out by the Hindustani Talimi Sangh provide good material that every one interested in Basic education and every research worker should read in order to have a clear exposition of Gandhiji's educational ideas. One publication deals with the Sarvodaya philosophy of Gandhiji in relation to Nai Taleem as a solution to the world's present day tensions. Another is a good exposition (particularly for foreigners) of the Wardha Scheme and its underlying philosophy. Since Basic education is education through work and living, it evidently offers new avenues of philosophic discussion—like the philosophy of work, philosophy of productive and creative activity, education for peace, etc.

III. Curriculum *

The ideology and practice of Basic education has revealed new and more realistic lines for the organisation of the curriculum. This is a field in which the practising teacher trained in the methodology of Basic education can contribute effectively by pooling his experience and undertaking experimental studies from grade to grade. Though the process of investigation and systematic recording of of the day-to-day progress involves a lot of time and toil, the experimental approach

*1,6,10

will be amply rewarded by revealing significant and useful activities to be undertaken in Basic schools and working out systematically correlated knowledge of various subjects. Hiremath's (10) study in this direction is useful and encouraging. His experiment was conducted in Standard I of the Basic Practising School in Dharwar from March 1951 to February 1952. The procedure of the experiment involved preparation of monthly conspectuses of work for all months of the school year. Each monthly conspectus was split up into weekly plans. A daily diary of the work done was maintained by the experimenter and the class teachers. The total work done in a month was consolidated into a monthly report showing the activities conducted and the knowledge correlated. Dube (6) made an attempt to know whether the content of Geography in the prescribed syllabus of the fifth grade of Basic schools conformed to the demands both of the individual and society. He has analysed children's needs on the basis of available published studies. Bhate (i) has reported a critical study of the syllabus of the Basic and the non-Basic Primary schools and Training colleges in Bombay State and has offered some suggestions for reform.

A good study in this field requires a preliminary investigation of the criteria and principles for the formulation of the content of Basic curriculum. A thorough and critical appraisal of the existing syllabuses framed by the Hindustani Talimi Sangh, the Central Ministry of Education and the various State Governments is necessary to arrive at such principles. This in turn would lead to the consideration of the place and teaching of English in Basic schools, the educational potentiality of the crafts chosen, the logical and psychological organization of knowledge and its relation to work and activity. Many more experimental studies on the lines reported by Hiremath should be undertaken for various grades. This is a field in which our Post-Graduate Basic Training colleges should necessarily take a lead.

IV. Teaching Techniques**

The Basic curriculum is characterised by a coherent unity as a result of its organisation round three centres : the child's physical environment, his social environment, and his craft work. Through such a curriculum the child learns to adjust his knowledge, his emotions and actions. The peadagogical method by which this adjustment takes place—known as the technique of correlation—has challenged the traditional classroom methods. The technique is understood in various ways and it seems teachers hardly know how to handle it in a proper way in classroom situations and in dealing with the various activities of Basic schools. A remarkably useful and pioneering attempt has been made by Solanki (41). He has analysed the real position obtaining at present with regard to the practice of the techniqe of correlated teaching in Basic schools and has enumerated the several misconceptions in regard to it. He has also analysed the causes of defective practice and has offered constructive suggestions by discussing the process, the medium and types of correlation. Some useful hints are also offered regarding the planning of lessons, the organisation of the time-table and assessment work. In the present context of the expansion of the scheme of Basic education, it is very necessary that practical investigations should be undertaken to illustrate correlation at work in the various grades. Two studies reported at (21) and (22) have indicated some such line of approach but a scientifically worked out experimental investigation into the working and results of this technique in the Basic schools is badly needed. Actual examples of the correlation of craft and other activities with various school subjects should be worked out. It may also be advantageous to examine correlation as a scheme of effective organisation of the curriculnm and a means of relating different studies intelligently with one another.

V. Craft*

Craft occupies a central position in Basic education and is a unique feature of this

**5,29,30 and a minor reference in 37.

*21,22,41 and also in 2,17.

system. It will be noted that hardly any work has been done on this aspect of Basic education. Perhaps the main factor responsible for this is the unique nature of the subject. This is a field in which an original contribution to educational research can be made.

The problem of self-sufficiency in Basic education requires intensive study. As self-sufficiency can be achieved only through the craft, the self-sufficiency aspect of crafts must be analysed. Unfortunately the authors have not been able to read closely the two investigations reported on this topic (15,30). It may also be mentioned that a research project for the determination of production norms is understood to be in progress at the Post-Graduate Basic Training College, Amravati.

The biggest problem connected with this is the analysis of crafts. As the problem of selecting crafts not only for rural but also for urban areas is an important one, the criteria and factors determining this selection should be worked out. Weightages to be given to these factors have also to be determined and a programme of selection has, thus, to be evolved. There will be factors which are themselves complex and may need further analysis. In this connection 'educational potentiality' may be cited as an example. It is necessary to define the term 'educational potentiality' of crafts and analyse it to work out an 'index' so that crafts may be compared more objectively. Apart from this kind of analysis, the skills and special abilities involved in the various crafts have to be found out. Studies of the 'job analysis' type may perhaps prove useful. Research on the teaching of crafts, allotment of time to crafts, methods of assessment of craft work, norms of production of craft work in various grades etc. may be undertaken.

VI. Character and Personality*

The two studies on character and personality development of Basic school children were motivated by the desire to study whether Basic education promotes better formation of character and inculcation of better traits of personality, as compared with the traditional type of education. Both the studies agree that Basic school products are in a more advantageous position in respect of certain traits than their counterparts in traditional schools. Oliver (18) found that Basic school children are superior in the following traits : honesty, originality, cooperation, leadership, reliability and local knowledge. This investigation utilised both performance and paper-pencil tests as well as situational tests for measuring certain traits. Though strict scientific rules were not observed in the construction of tests, the investigation is a good attempt at situational evaluation in personality study. Chatterjee's investigation (3) again is a comparative study in respect of "abilities other than acquired attainments". Apart from tests of the usual type a 'project play' was used. It is doubtful whether the tests used can be established as valid tests for measuring the various traits. But the investigator took pains to make the study objective and scientific. This is a pioneering study and should, therefore, claim admiration. This study has also shown the superiority of Basic school children as far as 'intangible abilities' are concerned.

The field of character and personality study is a very wide and comprehensive one and should be approached from various angles. The most useful studies in this field would be concerned with social development of children in Basic schools. Basic education aims at developing social responsibility, group participation, democratic leadership and human understanding in children. The process of social development should prove very interesting and useful in this respect. A study of patterns of groups formation based on group activities of Basic schools may reveal how these are different from patterns found in traditional schools. Assessment of various traits of personality will also be useful.

VII. Evaluation and Achievement.**

The most stimulating researches in Basic education have been directed towards the

*3,18

**4, 12, 13, 14, 16, 19, 34, 40 with minor treatment in 10, 20, 22,

evaluation of the achievement of Basic school children. The main point of interest in such studies has been a comparison of achievement of Basic school children with that of ordinary school children.

With the exception of one study (16) which is descriptive in nature, others are concerned with the evaluation of attainment in academic subjects, and occasionally in crafts (19). Kamat's study (14) has been pioneering in this respect. The study covered four districts of Bombay province, and 1,643 children in all were tested. The study shows that the proper way of teaching is the condition for better attainments and contends that it may be possible that craft work "keeps their minds more alert and removes some of the sense of drudgery." Chattejee's study (4) shows that Basic school children were found to be superior in attainment. The investigator feels that the superiority may be due to better conditions in Basic schools. Of the recent investigations that by Dr. Mohsin of Patna is thorough. This study has not been published but it forms a part of the Bihar Government's report not yet officially released.

There are certain points which demand attention in connection with the studies comparing educational attainment of Basic and non-Basic school children. The most fundamental question is, as has been pointed out by the Assessment Committee in their report*, whether or not a comparsion of achievements is justified. These two systems of education follow different programmes of studies. There is no doubt that children in any school should achieve a prescribed minimum standard of attainment and should master certain fundamental operations. But the method of instruction may vary so much that one *type of test* may be suited to one type of child and not be valid for another type. Studies in the field of measurement have shown that the *form of* a test considerably affects achievement scores. This point requires to be thoroughly investigated.

The second problem is related to equating groups for purposes of comparison. The problem of equating is a very difficult one. Not only have factors like intelligence, socio-economic status, age etc. to be considered, but other factors like teaching efficiency, school conditions, teacher-pupil relationship, distribution of time-table and periods etc. have to be controlled. Considering the time and money spent on them, it is doubtful whether such thorough studies are warranted.

The greatest need is to evolve a programme of evaluation for Basic schools. Achievement tests of a special type have to be standardised for various subjects, including craft work. School records and other methods of evaluation have also to be worked out.

VIII Teachers and Their Training (*)

The success of Basic education lies in the effective and efficient training of teachers. A study on the various aspects of training for teachers of Basic schools has been reported (32), but it has not paid attention to the syllabus for teacher education programmes. It is necessary to plan researches on the various aspects of teacher education. The programmes of teacher education should be evaluated so that they may be geared to new educational needs. Investigations regarding analysis of teaching efficiency, selection procedures for teachers' training institutions, evaluation programmes in training institutions, greater participation of student-teachers in community life activities etc. should be taken up at various post-graduate Basic Training colleges.

There are other problems also which need investigation. Survey of Basic school teachers' qualifications, experience, attitudes towards various social and educational issues, and their working conditions may be quite useful. Similarly, difficulties and problems of Basic school teachers, the work load in Basic schools etc. may suggest topics of investigation. There is a need of develop-

* Basic Education in India—Report of the Assessment Committee on Basic Education. Ministry of Education, Government of India 1956.

(*) 20, 25, 31, 32, 38 with some reference in 1.

ing action research in which working teachers may be able to participate.

IX Attitudes ‡

Attitudes are quite important in Basic education. As Basic education is a new system of education, it is meeting with resistance from some quarters, which is mainly due to misunderstanding. It is necessary to find out how people of different categories feel about Basic education. Studies on this aspect by Purohit (28) and Oad (24) are commendable. Attitudes of Basic school teachers towards various aspects (e.g. subjects, inspection, time-table, correlation etc.) should be studied, Oad (26) has attempted to find out how Basic education programmes are able to change the attitudes of pupils. The results are interesting but the question needs more extensive investigation. It may also be worth while to know how training programmes or seminars etc. change the attitudes of participants.

General Observations

This short, sketchy and rather uncritical review is presented with many purposes. A cursory view of the researches so far made will reveal that with a few exceptions, the standard of researches has not been very high. Some aspects of Basic education have not been touched at all. Mention may be made in this connection of research on literature of various categories. It is necessary that literature produced for the use of Basic school children (like textbooks, supplementary books, leisure-time books etc.) is analysed and evaluated. Research project on the analysis and evaluation of language readers has been taken up at the National Institute of Basic Education. Similarly, research in the production of literature for teachers of Basic schools needs immediate attention. Production of suitable literature has been neglected and work on this aspect is long overdue. Research programmes should be planned at various levels. Certain types of investigations could be easily taken up at post-graduate teachers' training colleges. These would include regional surveys, writing up of literature for Basic school children and primary teachers and testing programmes and assessment work in the surrounding schools. Their craft experts could undertake preparation of production norms and investigation into craft processes and improvement of tools and products. Research should always be utilised as a tool for development and improvement. Problems that require immediate attention should, therefore, find priority in any scheme of research. The National Instittue of Basic Education is seeking to initiate and coordinate research in Basic education on an All-India basis. It would be a real help if investigators and workers in the field of Basic education would get in touch with the Institute and help in this most urgent task of building up Basic National education that demands not devoted and intelligent effort only but creative and critical thinking.

‡ 9f 24, 26, 28, 37.

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CURRENT CONTROVERSIES:

CO-EDUCATION IN INDIA

We publish below a symposium on co-education in India that is contributed to by two women—Mrs. Choksi and Mrs. Mulay—and two men—Mr. Sundaram and Mr. Khanna. Were co-education what it is too often assumed to be, a battle of the sexes, editorially we might be conceded to have held the scales evenly. In fact, the problems of co-education in India are not problems of the conflict between the sexes. Mrs. Choksi outlines these problems forcefully. She is a strong partisan, but that does not blind her to the arguments that have been advanced, and continue to be advanced, against co-education. Mrs. Mulay considers both sides of the problem and makes a more guarded decision. Mr. Sundaram treats the subject lightly but critically. And Mr. Khanna, from the wealth of his experience as Principal of the Delhi Public School, considers the matter in practical objectivity. All these are valuable statements of experience. We should be glad to have our readers' views on them.

EDITOR

I. M. CHOKSI

HAVING worked throughout my working life in co-educational institutions—five years in a co-educational college and twenty-five years in a co-educational school—I feel qualified to express an authoritative and definite opinion—it works and works very well. Obviously it is not the only method of education that works ; others work also. But I have had intervals of teaching in what I now naturally think of as segregated schools. I am not trying to be rude to them ; that is how I now feel when I am in them. I find the atmosphere in them unnatural, in classroom as well as in the staff common room ; it seems peculiar, narrow, close, without the warmth and vitality, the freedom and breadth of outlook of a school where men and women, girls and boys are associated in the common adventure of living. It is the naturalness of co-education and the unnaturalness of segregation that has been borne in on me most strongly by my experience of both. College professors, in fact, have frequently reported to me on the more natural behaviour of students who have come up from co-educational schools as more free from extremes of shyness or attraction of agressiveness or silliness.

M. Choksi, M.A. is head of the English Department, New Era School, Bombay and is author of many books and articles on education. Mrs Choksi has taught for more than 30 years in co-educational schools and colleges.

In fact, it is only habit that makes us accept the unnaturalness inherent in a separation of the sexes in schools, when elsewhere in life they will not be so separated. In modern economic and professional life they are not separated ; they have to work together in professions and industry without suspicion, recrimination or jealousy. In the homes they are not segregated ; surely boys and girls, in India as elsewhere, are brought up in happy, friendly association in work and play within the home. Why, then, at this formative period in their lives, do we separate them ? Endless and useless debates are constantly being held

whether men and women are similar, complementary, supplementary and what-not! Whatever they are, why create unnesessary fear, anxiety, suspicion and jealousy, in a world already far too full of these, by ranging up the sexes in opposition, rather than letting them live and work side by side in helpful conjunction?

It is sometimes argued that there must be something behind the traditional separation of the sexes in school life. But it appears to have arisen chiefly from the fact that in a man-dominated world, schools and education were open to boys long before they were to girls. Exploitation of one social class by another, of one race by another, of one sex by another, has been an unhappy characteristic of the world's history and such exploitation has always been justified and rationalized by the dominating group by some catchword, "the white man's burden," "God made women for the Home" and such like. The child-bearing function of the woman occupied so much of her time and energy in early society that it could easily be made a reason for the denial to her of many opportunities of activity and development.

A hostile and negative attitude is not the right one for a teacher; so one hopes one is not a violent feminist in feeling that one cause of the prejudice against co-education is undoubtedly sex-antagonism and male sense of superiority, which co-education would have rubbed off! The story may be recalled of the father who told his son: "You've let yourself be beaten by a mere girl!" Whereupon the boy replied, "Oh, come, Father! Girls are not so mere!" Antagonisms tend to disappear through co-education, as a result of the building up of mutual respect. Common experience in living together shows that inferiority in one respect may be balanced by superiority in another, and establishes the happy and unconscious acceptance of equality in difference.

The point is often made that a co-educational school fails to provide the subjects specially suited to girls and forces them to follow the same undifferentiated curriculum as the boys. But a good progressive school should give opportunities, in the interest of both girls and boys, for varied activities and interests, practical, aesthetic as well as intellectual, to suit the very wide divergencies of general intelligence and specific abilities that exist among individuals of both sexes, far more markedly than between the sexes as a whole. In such a school opportunities will be provided for the domestic arts as well as for craft activities. In fact, a progressive co-educational school may provide wider opportunities of choice for both girls and boys. Often in the ordinary type of school for boys we find insufficient provision for the aesthetic side. On the other hand, in some girls' schools, the science teaching is considerably sacrificed to language teaching. I know of a very fashionable girls' school that used to teach nothing but Physiology and Hygiene in standards VIII, IX, X and XI, and that too without a microscope. The girls passed out without any knowledge of Physics and Chemistry, without having heard of Galileo or Newton, or having the faintest conception of the phenomena of light or sound or electricity or gravitation. In a co-educational school there is bound to be a wider curriculum. Girls are enabled to develop an interest in science while boys have a greater chance to develop aesthetic interests in music and art. Often the interest of the girls in literary and aesthetic studies acts as a stimulus to the boys, and that of the boys in science similarly reacts on the girls.

In fact, all carefully documented inquiries in the need for differentiation of curricula between the sexes go to show the rashness of the commonly accepted belief that there is any real difference in educability as between girls and boys. Usually statements on this are subjective, or based on insignificant data, or are the result of traditional beliefs. An important study of the subject is the Report of the Consultative Committee on Differentiation of Curricula for Boys and Girls in Secondary Schools, issued by the Board of Education in Britain. After their exhaustive study of the subject they come to this conclusion: "Our enquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which an educational policy may readily be based. We have entered a number of facile generalizations about the mental differences between boys

and girls ; we have found few, if any, which we are able to accept". The teacher in a progressive co-educational school, actively concerned with children in and out of the classroom, forgets all theoretical distinctions between the sexes in dealing with the diversities of living children themselves. Human nature is a wider thing and more diversified in its needs and abilities than sex differences.

People who have no knowledge of the conditions in a sensible co-educational school create for themselves bugbears that exist only in their own imagination. They seem to think that in such a school all the girls are playing football while all the boys are making mango chutney. As a matter of fact, no girl is likely to be playing football though some of the boys may be taking an interest in cooking, instead of always expecting mothers and sisters to cook for them. It is a mistake to think that in a co-educational school all the children are always together at all times and doing the same things. Co-educationists do not lay down identical training for boys and girls at any and every point, nor are the children compelled to be together all the time. The intellectual activities pursued are largely the same, but there is considerable separation in physical and practical activities after the age of eleven. Physical differences among the sexes are much more definite than mental or intellectual. Many games are played separately ; football is played by boys alone, and hockey may be played by both but usually separately. In gymnastics and dancing there may be many common programmes, leading to mutual benefit. In debates, literary societies, musical performances, dramatics, the presence of both sexes is a helpful stimulus. Girls and women teachers in co-educational schools often develop a keener interest in activities like hiking and hill-climbing.

Through participation in common activities experience is developed which is training in citizenship and for life, since the school is representative of the real world in which the sexes lead a joint life of work and cooperation, in which women are mothers of boys as well as girls and men are fathers of daughters as well as of sons. Experience and habit make it natural and easy for both sexes to work together, as well as for either to work under or over the other ; they absorb unconsciously the principle that authority depends not on sex but on fitness.

In Britain a group that has largely stood for co-education is the Society of Friends, or Quakers, known and respected everywhere for their high standards of home life, religious and moral purity and social service. This is in itself a tribute to the soundness of co-education.

Of course, co-educational schools must be managed by men and women with a high sense of responsibility, reasonable stability of character and good sense. The school must be able to provide diversified courses for the satisfaction of variations among individuals as well as between the sexes. There must be sufficient and suitable adult supervision and guidance. In such circumstances co-education is the most natural type of education. It discourages silly sentimentality among girls as well as aggressive masculinity among boys. The tendency to look down or to look up, both fraught with danger, disappears. Students from co-educational institutions are usually free from the desire to show off before members of the other sex that so often afflicts the young.

If adopted wholesale as a system, without responsible people in charge, co-education in the Secondary school might break down at a time of stress. But I am particularly concerned at the rash statement sometimes made that co-education is not suited to Indian conditions. The speakers do not seem to realize the aspersion they cast on Indian home life and Indian boys and girls. My experience in co-educational institutions has certainly gone to convince me that Indian girls and boys develop well under the system, as do the boys and girls of any country.

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II. VIJAY MULAY

No educational venture so shocked the 19th century conscience in the West, as did the experiment with co-education. The passions it aroused were responsible for much writing on the subject. That it

aroused passions is not surprising, for co-education is closely linked up with the question of equality of the sexes. As Lord Hemingford has put it, a person who does not believe in the equality of the sexes had better not support co-education. The basic underlying assumption of co-education, that woman is equal to man, was bound to give a jolt to the man-centred order of things. What is surprising, however, is this, that the generation of heat on co-education has not been followed by light. The theories of Galileo, Darwin and Freud also gave a jolt to the ego of man but after the wave of indignation was over, within the next fifty years, they were accepted wholly or with such qualifications as were based on further investigations. On the other hand, the history of co-education in several countries shows that by-and-large, it has been an experiment without the benefits of science and in countries like the U.S.A. or Scandinavia, where it has now been widely accepted after several fluctuations, it has been so through pragmatic test only.

Vijay Mulay, M.A., M.Ed. (Leeds), now an Assistant Educational Adviser in the Central Ministry of Education is an experienced teacher. She has worked as senior teacher, headmistress, and lecturer in a training college and has also done research work in educational psychology and linguistics.

One finds several varieties of co-education that depend upon the extent to which the word 'co' is applied. I studied at a co-educational school where the handful of girls entered the class after the teacher did and left before he left. Our eyes were hardly raised and we hardly dared to answer for fear of ridicule, in case the answer were wrong. The Shastriji who taught Sanskrit would never even look in our direction while teaching. As far as he was concerned, we were not there at all. I studied hard to win his approval, I deliberately gave wrong answers to see what would happen. But I got neither praise nor scolding. If the answers were right, it was a fluke ; if wrong after all, I was a girl and what could he expect ?

Towards the end of my stay in that school, however, after an Inspector's visit was over, he smiled at me and told me that I was not bad and that I ought to have been a boy. The Shastriji was an exception and a relic of the fast disappearing past but then, the younger teachers too were never easy with us and even the treatment from older teachers differed as between boys and girls, depending upon whether they conceived of woman as a nuisance or an angel.

The Punjab quinquennial report for 1932-37 rightly points out, "The handful of girls attending boys' school does not make it co educational nor can the increase in the number of such schools be taken as a measure of popularity of co-education for the alternative in such cases is not between co-education and separate school but between co-education or no education for girls". Clearly, it was not such co-education that a learned Justice of Allahabad or Shri G. D. Sondhi have in mind when they recommend it as a measure against student indiscipline. Even in the West, it is only recently that a fair modicum of agreement has been reached on what should be the scope of co-education and other related matters. The co-educationists now generally agree that co-education should be practised at all stages, from primary to university, in day schools and in boarding schools. It should be of the closest kind in which both sexes study for the most part the same courses (though differentiation in curricula may be followed in view of future needs to some extent), share in many outdoor and extra-curricular activities and be under the charge of a headmaster or a headmistress with mixed staff. It is this agreed notion of co education that needs to be examined. The other notions cannot hold, except, perhaps, on the grounds of economy.

Two essential beliefs have inspired co-educationists ; the first, that the sexes are equal ; the second to use a catchy phrase, that education should be of life, for life and by life. They therefore aim at creating a miniature society in school and claim that it offers the best conditions for healthy development, specially sex development,

of individuals.

A fair amount of data is available on the question of differences in sexes. However, one fact that clearly emerges from these data is that the range of differences either in the rate of growth or approach or performance in the sexes is not very different from that which obtains between members of the same sex. It would also appear that for every particular intellectual advantage displayed by one sex, the other possesses some compensating power. The modern co-educationist claims that equality is not identity but the ability to contribute something, though dissimilar, yet equally valuable. Such a view is supported by the evidence of psychology. It also follows that if the contributions are somewhat different, the very variety would be refreshing and profitable. In this respect, the co-educational school would score an advantage over the segregational school.

Yet, however profitable and complimentary to each other the contribution of the sexes may be in the realm of learning, singing or dramatics, etc., co-education will be mainly judged on the criteria of its effectiveness in bringing about healthy development, and particularly that of sex in growing children. And it is here that objective scrutiny is sadly lacking. The arguments put forth by co-educationists to show the advantages of co-education in this respect are based on sound educational principles. As Dewey has pointed out, the best learning of attitudes and values takes place by sharing in the life of the society. The organization of school on a family pattern, or making the school a miniature society where the sexes mingle naturally will no doubt be conducive to making the students look upon sex as a natural thing and giving them a chance to form happy relationships in years to come. For through, the experience of sharing life under the judicial supervision of a well regulated co-educational school, a person has a better chance to know that a pretty face or figure or riches are not the most important things in a marriage partner but that love, understanding and common values are important. The segregational school, however excellent it may be, will be at a disadvantage on this point for it cannot by its very nature, provide mixed environment and experience of this kind.

All these, however, are commonsense arguments and need to be buttressed by sufficient data and investigation to clinch the case for co-education. As it is, not only has this great area in the field of education remained uncharted but unfortunately this subject has not even acquired the dignity of being treated in its own right. Even now an enquirer in the British Museum of subject index of books or Monroe's Encyclopaedia of Educational Research is met with the direction : 'Co-education : see Female Education', as if they were one and the same thing.

As far as our country is concerned, it seems to me that the observations of the Secondary Education Commission that there can be no hard and fast policy with regard to co-education in this country seem to be well considered. A segregated father-dominated society is changing into a democratic society. The pace of change is different at different places and with different social groups. As education is necessarily dependent on the socio-political structure of society, the school may remain a little ahead of the society but not so far ahead that it becomes alien. The best rule, therefore, appears to be to experiment with co-education wherever possible and then go ahead by taking stock of the advantages gained.

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III. N.K. SUNDARAM

FOR some years now, co-education has been accepted as an educational creed and is in active operation. And yet occasional misgivings seem to arise in the minds of many of us as to its practical wisdom. Wise or unwise, it has dug its toes in and is certain to stay.

And there is no reason why it should not. It is, in a way, a version of the principle of co-existence in the educational sphere. For all the alleged segregation and exclusion of women, the sexes do intermingle freely (more or less) in town and country, omnibuses and trains, *salons*, cinema houses and the village pond. Why draw the line at schools and colleges ?

It is the—until recently—novel character of their surroundings in educational institutions which make for timidity and head-shakings. Young women, books-in-hand, and sometimes bespectacled, somehow seem different from the same genus at temple, 'shandy' or wedding-parties. The boys were'nt used to it, nor, of course, the girls, these were timid and self-effacing, the former, superior and very manly — only some of them forgot that chivalry was the major manly virtue. Incidents happened, trifling, if you come to think of it, but very upsetting, all the same to parents and near relations. If the girls only did not scuttle and run like frightened rabbits but took themselves in hand and faced up to the roysterers, the latter would have been put in their place. There are several weapons which the girls could use. Give it back to the boys if they are plucky enough, or melt their hearts, if they are equal to it, just laugh at them and make them appear ridiculous when they attempted any tricks, and they would have got away with it. For boys cannot stand up to ridicule. And teachers can help. And, parents too.

The point of this brief, is that co-education should start right at the bottom and go all the way through. That, it has begun to do now. Until not so very long ago, little children were schooled together in elementary schools, then parted company, and met only later at the University. Things are different now; boys and girls march in step through the Secondary and High schools and at College. They are more used to each other and can be expected to move more naturally when they reach college. Sex may be occasionally a disturbing factor, but more often than not the disturbance can be allayed.

Apart from school and college, boys and girls should come together in more informal gatherings. Parents can—and ought to—help. Intimate family parties where the boys and girls can mix freely and naturally will help to produce an easier relationship and obviate awkwardnesses and embarrassments. Teachers and professors—and their wives—should bring them together in their houses and foster a healthy relationship between them. Why not give teachers and professors a sumptuary allowance as they do (or did) Governors and Ambassadors? It would be worth it.

At all events, co-education is no longer the horror which some people imagine it to be. Faced squarely, it should help to spread sweetness and light.

N.K. Sundaram taught for sometime in Annamalai University after taking his M.A. in English literature from Oxford and is now working in the Education Ministry as an Education Officer. In this short article he draws on his experience in co-education both as a student at Oxford and as a lectuer at Annamalai University.

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IV. K.C. KHANNA

Co-education has been making a fairly steady advance in the field of Education in India during recent times. This progress is more marked in the sphere of Primary education than in any other sphere. In their desire to educate their little girls some parents in rural areas have been willing to take advantage of the existence of boys' schools, where girls' schools did not exist. To persuade a larger number of people to follow this lead, an effort was made to appoint a lady teacher to the staff of such a school, preferably, the wife of the headmaster or some other master, if she was a trained teacher. Whilst this step accelerated the progress of co-education in a larger number of Primary schools in the country it also created problems of discipline and posting. Moreover, no serious effort was made in such schools to cater for the separate needs of girl students whose physical education suffered considerably.

Co-education in the secondary field has been attempted only in the urban areas, and even there only in progressive schools. The time-old prejudice against mixing girls with boys for their schooling has operated rather powerfully. There has been a demand, sometimes, for the opening of separate girls' schools even where boys' schools had adequate room for girls. By and large, this pattern still ob-

tains in the country and the number of schools, in which boys and girls study together at the Secondary stage, is very limited. There are only two Public schools which admit boys and girls on an equal footing although others admit girls, chiefly from the families of members of staff etc., in limited numbers.

Perhaps this position is not entirely disadvantageous. Girls studying in boys' schools cannot have all their requirements adequately met, and it is difficult to think that in such circumstances they can have opportunities for full development and the rich cultural life to which they are equally entitled.

In the light of these remarks, the practice of co-education in the Delhi Public School, New Delhi appears to be rather bold and commendable. This is, perhaps, one of the very few institutions in the country which cater for the education of girls along with that of the boys on an absolutely equal footing. Their educational and curricular requirements are also kept fully in view. The opportunities given to them to play games and develop cultural activities are fully exploited.

K.C. Khanna, M.A., Ph.D. (London), F.R. Hist. S., M.R.A.S., has long and varied experience in education as a lecturer, inspector and administrator. He has written many articles on education and is now Principal, Delhi Public School, a co-educational institution.

This is made possible by the employment of a good proportion of women teachers on the staff. Their presence is most salutary and helpful.

Our experience indicates that co-education on such a large scale has not in any way created the kind of problems in discipline which one might expect. Girls and boys in their early stages of adolescence deal with their fellow students in a normal and natural manner, and any small troubles are easily settled. It can, therefore, be stated that the advantages far outweigh the inconveniences, if any. The presence of girls and women members of staff in large numbers lends a kind of charm and poise to the atmosphere of the institution which enriches the life of all concerned. This is observed specially at the time of presenting programmes of entertainment including dance, drama and music. This School is indeed fortunate in continuing this experiment with the active help and cooperation of all the parents who continue to place their trust in the staff. In the opinion of those competent to judge the results of such an experiment, the boys and girls educated in such an institution will be able to take their full share in national life without any difficulty.

So far as University education is concerned, girls began to obtain admission into boys' colleges as a consequence of their growing opportunities, and in the face of very limited number of colleges for girls. Moreover, the desire of many girl students to pursue honours and post-graduate courses naturally took them over to colleges for boys where such facilities existed. In course of time many colleges began to organise separate facilities for girl students to make their life and work easy. Some even went to the extent of organising separate classes for them. The extent to which girl students at a college will take advantage of facilities for training and development has invariably depended on the number of girls present in an institution, the general atmosphere of the institution, the area in which it lies and the nature of popular opinion on the subject. No one, however, seriously doubts the wisdom of educating girls with boys in the same college as no one doubts the wisdom of putting young boys and girls together in a primary school. The Secondary stage is likely to continue to be the crux of the problem. The greater the degree of useful experience we gather in this sector the sooner the cause of co-education will prosper.

EDUCATION Today

Conferences and Workshops

A Conference of Indian Librarians, who went to the U.S.A. in 1955 on a study tour under the India Wheat Loan Educational Exchange Programme, was held at New Delhi on September 27-28, 1956.

Conference of Indian Librarians

The aim of the Conference was to discuss the experiences gained by the Librarians in the course of their study tour in the context of Indian conditions and to have a general exchange of ideas. Mr. K.G. Saiyidain who inaugurated the Conference referred to the developments that were taking place in this field and explained that to have a real impact on the community an integrated network of libraries was essential.

Mr. S. Mathai of the University Grants Commission made a plea for prior attention to the development of College libraries which occupied an important place in our educational system.

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Two Secondary Education Workshops, one at Chandigarh and the other at Bhagalpur, were organised jointly by the USEFI and the AICSE during October-November, 1956. The Chandigarh Workshop was attended by 42 delegates from the Punjab, Pepsu, Delhi, Rajasthan, Jammu and Kashmir and Ajmer and the Bhagalpur Workshop by 53 delegates from Bihar, Uttar Pradesh and Assam. Improved methods of teaching, Social Studies and General Science, Testing and Guidance, the Use of Audio-Visual Aids were some of the topics discussed.

Secondary Education Workshops

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A Conference of State Education Ministers was held at New Delhi on 2nd and 3rd September, 1956 under the Chairmanship of Maulana Abul Kalam Azad, Union Minister for Education. The Conference met to exchange views and discuss procedures for the implementation of the various educational schemes under the Second Five-Year Plan and particularly to examine problems of Primary and Basic education. The recommendations made and decisions taken by the Conference are summarised below :

State Education Ministers' Conference

Measures to be taken for Speedy and Smooth Implementation of the Educational Schemes under the Second Plan.

To ensure a quick, smooth implementation of the various educational schemes in which the Central and State Governments are cooperating, the Ministry of Education will sanction grants on a half-yearly basis as against the quarterly grants made during the First Plan, once the schemes have been approved and the question of Central assistance decided upon. The Conference favoured the setting up or strengthening of Planning and Statistical Units in the States in order to ensure a regular flow of information and data from the States to the Centre.

Basic Education

The Conference considered the recommendations of the Basic Education Assessment Committee and suggested that in order to carry out educational reconstruction on the lines of Basic education, State Governments should adopt the following measures : (i) Establish Basic Education Boards consisting of official and non-official members to advise Education Departments and secure public cooperation, (ii) Introduce some of the important features of Basic education into all existing and newly opened Elementary schools to facilitate their eventual transformation into Basic schools, (iii) Develop, as quickly as practicable and wherever possible, an integrated course of eight years of Basic education, (iv) Make due provision for the further education of children passing out of Senior Basic schools either in Post-Basic schools or by being admitted without hindrance to Secondary schools, (v) Convert Teacher Training Institutions at the under graduate level into Basic before the end of the Second Five-Year Plan, (vi) Ensure that the standard of education given in the Post-Basic schools is as high as, or higher than, that in ordinary Secondary schools.

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Reconstruction of Secondary Education

In view of the fact that adequate provision was not made by the State Governments for the conversion of High schools into Higher Secondary schools and for the establishment of Multipurpose Higher Secondary schools, it was suggested that the States should consider making adjustments in the plan to bring about this reorganisation.

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Promotion of Hindi

The Conference recommended that the State Governments should take a greater interest in the promotion of Hindi and formulate schemes on the lines suggested by the Hindi Siksha Samiti. The scheme of establishing Training Institutions for teachers of Hindi in non-Hindi speaking areas was considered as of high priority and it was suggested that there should be at least one such institution in each non-Hindi speaking State.

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Teaching of English in Secondary Schools

1. Having regard to the necessity of learning a modern European language for further studies in Science and Technology, it was decided that (i) English should be taught as a compulsory language both at the Secondary and the University stages and (ii) the State Governments should take such steps as may be considered appropriate to ensure that, at the end of the Secondary stage, students acquired an adequate knowledge of English so as to be able to receive education through this language at the University level.

2. English should not be introduced earlier than Class IV. The precise point at which English should be started at the middle stage was left to each state to decide.

3. The following formula was approved in regard to the study of languages at Secondary schools :—

(a) (i) Mother tongue, (ii) or Regional Language, (iii) or composite course of mother tongue and a regional language, (iv) or a composite course of mother tongue and classical language.

(b) English.

(c) Hindi (for non-Hindi speaking areas) or another Modern Indian Language (for Hindi speaking areas).

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Three-Year Diploma Course in Rural Services

It was decided that a small committee of experts be appointed to examine the curricula and syllabuses of the Diploma course in Rural Services which is proposed to be instituted in the newly developed Rural Institutes. The question of recognition of this Diploma for purposes of higher studies and for employment should be considered in the light of the recommendations of this Committee.

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Promotion of Physical Education

The State Governments should give greater attention to the promotion of Physical education, Games and Sports and other extra-curricular activities.

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Enactment of State Laws similar to Ancient Monuments Preservation Act, 1904

The State Governments should expedite examination of the question of introducing legislation in States similar to the Ancient Monuments Preservation Act, 1904 for the protection of those monuments which fall within the purview of the State Governments.

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Establishment of a National Trust for the Preservation of Buildings, Sites etc. of National Importance

In the interest of the cultural development of the country, a National Trust should be formed to look after monuments of national importance not covered by the Act. The Conference also suggested that the Chairman should set up a Committee to go into the question and to make suitable recommendations.

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Administrative Control of Social Education

Both in the Community Project areas and outside, general supervision and control of Social education work should be in the hands of the Education Departments of the States, and the Central Ministry of Education should take this matter up with the Community Projects Administration.

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STUDY TOURS ABROAD

Study Tour of Community Development Officials

Dr. P.D. Shukla, Deputy Educational Adviser to the Government of India, was a member of the team of Community Development Officials that recently went on a tour abroad to study community development work being done in Indonesia, the Philippines, Japan, Hawaii, U.S.A. and Porto Rico. Excerpts from Dr. Shukla's report on the educational aspect of these programmes in Japan and the U.S A. are published below.

JAPAN

Administration: Educational policy in Japan is the reponsibility of the Central Government. While the colleges, teacher training institutions, universities and research institutes are administered and aided by the Ministry of Education, the schools are administered by local boards. Most of the villages of this country have their own councils to organise elementary education in their areas.

Educational Facilities: On the quantitative side, the country is among the foremost few in the world. The Japanese have provided educational facilities for almost all children of school-going age. The literacy is cent per cent. But there is a comparative lack of experiment and research.

The National Research Institute of Education is the only all-Japan institution for research in education and is interested mostly in administrative and curricular problems.

School Buildings, etc.: More than 80% of school buildings in Japan are reported to have been destroyed during the World War II. But all these have been rebuilt. One is struck by the excellence of the school buildings. Each village in Japan has at least one school, and it is generally much better in construction, structure and maintenance than the private houses in its neighbourhood. We visited a Junior High school in a village. The entire school-building was air-conditioned (of course, all the schools in Japan are not air-conditioned), classrooms were soundproof, and were connected by a central public address system. The school had also a radio, a wire recorder, and other audio-visual equipment. It had a library of books, maps and charts of a reasonably good size. There were about 1,200 students with 40 persons on the staff which means a teacher-pupil ratio of 1 : 30. It was time for class teaching and the whole work was going

on so quietly that we thought the school was closed. There was no noise anywhere and no student was seen loitering about the school.

The cost of school buildings and the school equipment is shared between local boards and the national government. The maintenance of the building is however the responsibility of the local boards only. This may be a useful experience for us in India.

Content of Education : A major portion of school education in Japan is of a theoretical and academic nature. In the Senior High school, however, there is some provision for vocational subjects including Agriculture, Technology, Commerce; Fishery, Home Science, Shipping, and Trade. A school with provision for more than one subject is called a 'Comprehensive School'. There is educated unemployment but there is a shortage of technical personnel. The Ministry of Education, therefore, encourages vocational education and more and more Senior High schools were being assisted by the Government to open vocational courses.

Educated Unemployment : The Government is giving serious consideration to the question of educated unemployment. To resolve this problem at least partially industrial concerns are being encouraged to employ university graduates. The universities in their turn provide new courses and modify their syllabus etc. to meet the needs of the industry.

Training Centre for Farm Management : The training Centre for Farm Management in Nara Prefecture was visited by the Team. Every prefecture in Japan has one such training centre. The period of training is one year and the courses of study include General education, and Agriculture, including Animal Husbandry. The tuition and accommodation are free but the students have to provide for their food and clothing. About 25 acres of land are attached to the Centre. There were five people on the staff and the annual expenditure was about 35 lakh Yens wholly met by the Government. The Centre receives guidance, when needed, in academic matters from the Agricultural Research Station located elsewhere. Even when the trainees go back to their farms, they can receive guidance in their agricultural problems.

School Teachers : Provision for teacher training in Japan is the responsibility of the national government. The teacher training certificates are of two categories—Second and First class—depending on the number of years spent on general education and teaching experience. Teachers with different categories of certificates commence at different salaries and have different increments. It is interesting to note that the salary of a teacher in Japan is somewhat higher than that of a person with equivalent qualifications in government service.

Audio-Visual Education : Audio-Visual education is the responsibility of the Bureau of Social Education in the Ministry of Education. The preparation and use of simple audio-visual aids like charts, models, etc. seems to have become the normal duty of the teachers. The work of the Audio-Visual Education Section in the Ministry is, therefore, confined to films. The private industry in this country has been producing class-room films on the basis of the syllabus precribed by the Ministry of Education. Such films are previewed by the Ministry of Education and if approved recommended to the educational institutions and the administrations.

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U.S.A.

Administration and Organization : One of the important characteristics of public education in the U.S.A. is the degree to which the public schools are operated and controlled by local bodies. Every State has been divided into local school districts, which has a local Board of Education to administer educational programmes. The Federal Government stimulates educational thought and research and makes financial grants to assist various educational programmes.

Local Boards of Education in every State provide tax-supported Elementary and Secondary schools and the State provides one or more public colleges primarily supported by taxation. But since the amount of tax-support and the Federal Grant is usually insufficient to meet all costs of all schools and colleges, some matriculation and tuition fees are sometimes charged.

Money is borrowed by the Local Boards for the construction of social buildings through the issue of school bonds to be repaid in the course of the next 20 or 30 years.

Vocational Schools : In addition to the Higher Secondary schools, there are a number of Vocational schools in the whole country. Two groups of persons are served by these Vocational schools : One composed largely of young people, who also attend full day schools ; the second, composed of pupils who have left the regular schools and have entered employment, but want to secure further training in the work in which they are engaged. Each Vocational school works in two shifts—the day shift and the night shift. Vocational education covers Agriculture, Distributive occupations, Home Science, and various other Trades.

The Vocational schools are run under the general supervision of the Vocational Education Boards. Sufficient representation is given to industrialists and business men. While the Vocational schools offer to organise special instructional and training programmes for the benefit of the various industries and traders, the trades and industrialists in their turn send their workers for training to the school, sometimes paying full or partial expenses of the trainees. The staff for the day and night schools is usually different.

In the Vocational School, Salt Lake City, which was visited by the Team, it was learnt that out of the total expenditure in the school, about one-third came through tuition fees and about two-third out of public funds. The Federal Government have a special interest in encouraging Vocational education and they give grants for this purpose. In this school the minimum admission requirements for the day section were of a general nature : the student should be of at least 16 years of age and should be competent to benefit from the school instructions. These schools also recognise the need of giving every student a certain amount of general education.

The Vocational schools generally find difficulty in obtaining competent teachers. They require teachers with education in the vocational subjects together with a teacher's training degree or diploma. Such people are not available in large numbers and people with knowledge of vocational subjects are offered more attractive salaries in the industry. For the night school they sometimes recruit persons for part-time employment out of those working in the corresponding industry. Preference is given to such persons because they are usually familar with the latest techniques in the particular field and have knowledge of the actual problems in that industry or trade.

Special mention may be made of the agricultural e d u c a t i o n programmes at Secondary stage. This is a nation-wide programme of systematic instructions in agriculture including farm mechanics and is conducted in almost all public schools. The programme is for students of over 14 years of age who are regularly enrolled in schools and who are preparing to become farmers and for young farmers who have left the regular schools and are establishing themselves in farming. The students attending full day schools of this kind belong to an American organisation called The Freternal Farmers of America. This organisation has branches at Federal, State, and school levels.

While the theoretical portion of the syllabus in all the Agricultural Vocational schools is more or less the same all over the U.S.A., in the practical field it varies from region to region and even from school to school depending upon the topography. Emphasis is laid on learning through supervised farm practice on the home farms of the students themselves. This greatly influences the Community to adopt improved methods of agriculture.

The courses in Agricultural Vocational schools also include instruction in General education. The students develop not only into competent and successful farmers but also acquire attributes of character and good citizenship.

* * *

Indian Team Studies Russian Educational System

Professor Humayun Kabir, M. P., and till recently Educational Adviser to the Government of India, led a delegation of educationists to the U.S.S.R. at the invitation of the Soviet Government in

September this year to study the various aspects of the Soviet educational system.

In a letter from Moscow, Professor Kabir writes of the impressions he has collected during the first lap of the Russian tour. The following excerpts from his letter should be of interest to teachers in India.

'Our most vivid impression of the system was the high priority which has been given to education in the nation-building activities of the Soviet Union. We were told that about 70% of the total budget of the RSFSR is spent on educational and social services. This is considerably higher than the provision for social services and education in the advanced states of India like Bombay, West Bengal or Madras. In absolute figures the sum of 23 billion roubles or about 2,500 crores of rupees spent annually on education speaks for itself. It can safely be said that the whole programme of industrialialisation and economic advancement of the Soviet Union has been based on an ambitious programme of education in which theory and practical application have been given their proper share.

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"The Soviet system of education is highly centralised. There seems absolute uniformity in curriculum and syllabus as well as in textbooks in all types and grades of schools. In the Secondary schools, all subjects prescribed are compulsory. Even at the Higher Secondary stage, there seems little accommodation of individual variations in taste, aptitude and ambition. There is as much emphasis on the purely cultural aspects as on the immediate practical side of education.

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"The problem of recruiting, training and retraining teachers presents difficulties in the Soviet Union as in India. A large number of recruits shows a preference for the towns but this is counterbalanced by two factors. Under the Soviet law, the Ministry and its agencies have the power of posting persons wherever they are needed. A person so posted must serve for three years before he or she can ask for a transfer or resign from the job. The fact that salary scales are uniform in town and village while the cost of living is higher in the towns also acts as a deterrent against the drift to towns. The Soviet Union has adopted certain special measures for attracting able young people to the teaching profession. Along with medical workers, pilots and miners, teachers earn a full pension after 25 years of service. They are not, however, required to retire and can continue to work in which case they draw the full salary of the post plus the full pension.

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"The Soviet Union has taken some striking measures for providing children with every opportunity of full development. There are special theatres for children which perform throughout the year and cater to thousands of children every day. There does not appear to be any attempt to bring dogma or propaganda in these children's plays which are intended to give full scope to the imagination of the children. The Houses of pioneers also help to bring out the latent gifts and abilities of the children. Scope for diversity in taste and aptitude of children and young people is found in these Houses of Pioneers. They are in fact hobby clubs where children are allowed to pursue their hobbies under expert guidance. The children seemed to be very busy and active and were thoroughly enjoying themselves in their work.

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"The Soviet Union has also undertaken an extensive programme of publication for children. One is astonished by the nominal price at which beautiful publications are sold. About 500 titles are released every year and cover every aspect of literature from fables, legends, fairly stories to the story of science told in simple language. The editions run into hundreds of thousands. Many of the books are supplied free to Kindergartens and Elementary schools. Teachers, parents and even children are asked to comment on the books produced and their reactions taken into consideration in further production of publications. The whole programme is supervised by a group of experts under the Ministry of Education.

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"Like India, the Soviet Union also faces the problem of the multiplicity of languages. Russian, however, occupies a very special position, though every attempt is made to encourage the development of the other languages. The syllabuses are common as between the schools of the Russian speaking areas and the other language areas. In practice, this means that the pupils of Russian speaking areas have an advantage over pupils in the autonomous regions. The additional time needed for the study of the local language in schools in the Autonomous Republics is made up by adding one extra hour of study per day and also by providing for the study of some of the scientific and cultural subjects at a somewhat lower level. Since the syllabus is common between the two types of schools, it follows that the pupils in the Autonomous Republics have a lower standard both for Russian as also for some of the scientific and cultural subjects."

* * *

Technological Education

Jamshedpur Institute Celebrates 35th Anniversary

One of India's most important centres for metallurgical training, the Jamshedpur Technical Institute, celebrated its 35th anniversary this year.

Since its inception in November 1921, 560 engineers and 1,100 skilled artisans have received training here, ranging from courses of one year to four years. The Jamshedpur Institute run by the steel company provides training annually for 13 graduates in mechanical engineering and metallurgy under a scheme sponsored by the Union Ministry of Education. Additionally, it provides vacation training to engineering students from all parts of India.

* * *

Vocational Guidance

Vocational Guidance Bureau

The Central Bureau of Education and Vocational Guidance of the Union Ministry of Education has been conducting research in intelligence and aptitude tests in order to guide students about the courses they should pursue and vocations they should adopt, after completing their Secondary school education.

This Bureau trains school counsellors who offer suggestions to students about the optional subject they should go in for, after the VIII grade. At the end of the student's XI grade these counsellors give tests for aptitude and offer suggestions on career opportunities open to students.

The Bureau has prepared a series of manuals for teachers and parents and a number of career pamphlets. About 44 others dealing with various vocations are in various stages of preparation.

* * *

THE FOREIGN SCENE

Annual Conference on Reading

School children are reading more and better than ever, according to a New York vocational high school English teacher. This view was expressed at the Ninteenth Annual Conference on Reading held at the University of Chicago by Charles G. Spiegler, chairman of the English department of the Food Trades Vocational High School. He said that today's teaching methods, far from stifling interest in books have stimulated it to an uprecendented degree. The new techniques, have adopted an important principle of all learning—that of making reading meaningful and fun.

Some 1,000 teachers, reading experts and school administrators attended the Chicago conference, which had as its theme "Developing Permanent Interest in Reading."

Test conducted in various cities throughout the country, comparing reading ability of school children now and thirty years ago, show that today's students are a year to year and a half ahead of the earlier generation, according to Mr. Spiegler. Statistics that show that five per cent of the children cannot read are misleading, he maintained. He added that compulsory education laws have filled the classrooms with the greatest cross-section of American youth ever assembled, the dull along with the bright, the interested along with the bored.

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Corporal Punishment to Children

Severe punishment by the teacher can destroy a child's ability to learn, Dr. Percival. M. Symonds of Teachers College, Columbia University, has found through long experimentation.

Punishment, Professor Symonds found, also has a deeply internal effect and much, if not most, neuroticism is the result of punishment received in childhood.

Prospective teachers, Dr. Symonds notes, need to know about the immaturity of children and to approach learning problems professionally rather than emotionally.

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Educational Experiments in U.S. Midwest.

Two unique educational experiments are taking place in several schools in the U.S. mid-western States of Nebraska and Missouri. A pioneering experiment in the use of educational television in the Secondary grades is under way in five high schools in Lincoln, Nebraska. There are about 125 students learning first year algebra by a combination television-correspondence course taught by the University of Nebraska. Twenty minute daily instruction periods are telecast from the University to the classrooms. The students send their assignments to the university for correction and comment, just as they would in a regular Correspondence course.

In St. Louis, Missouri, School officials have started intensified and enriched programmes for students with above-average ability. This plan is designed to enrich the student's education and not to speed it up.

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Foreign Study Results Weighed.

More than 4,600 persons participated in exchange programmes administered by the Institutional Education during the past year, according to the institute's thirty sixth annual report. A summary of "The Past Year" shows that the institute helps 2,962 foreign students to study at 526 educational institutions during the present academic year.

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Importance of Liberal Arts in Courses for Engineers and Scientists

In recent months, the nation's attention has been focussed on the shortage of scientists and engineers but many educators recogonize that the nation's system of higher education would be jeopardized if the physical or technical sciences were to be over-emphasized to a comparative neglect of liberal arts.

Those who believe in a well-balanced college education, with both the humanities and the sciences as part of the programme, were heartened by the publication recently of a comprehensive study on "General Education in Engineering", conducted by a committee under the chairmanship of Dr. Edwin S. Burdoll, head of the Cooper Union. The report came out unreservedly for more liberal arts courses in the engineering schools.

The Committee found that many educators are afraid to incorporate liberal arts in the engineering course, holding that the curriculum is already overcrowded and that to add a substantial programme of liberal arts studies may jeopardize the quality of technical education. Others fear that potential engineers would undertake the non-technical courses in a superficial manner and would resent the time taken away from their professional work.

However, the study found that thirty of the leading engineering schools have demonstrated that such fears are groundless. They have developed carefully planned programmes that provide sound instruction in the humanities and social sciences, without interfering with engineering curricula.

Another question dealt with in the report is whether the same English, history or literature courses as are given to students seeking their B.A. degrees should be given to engineers or should the courses be specially designed ?

The report takes a middle ground on this controversy. On the one hand, it opposes any effort to dilute the courses. On the other hand, it does believe that some of the courses can be specially designed for engineers, to make them not "weaker" but different in content and presentation.

* * *

Less Discipline in the Schools

A sixty-page report, entitled "Teacher Opinion on Pupil Behavior," prepared by the National Education Association of America summarized the views and opinions of 4,270 classroom teachers over the country.

Within the last ten to twenty years, according to the report, new misbehaviour problems have arisen.

Pupils are more impertinent and discourteous and that drinking and stealing have increased.

They fail to do class assignments and cheat more on home work. Sex offenses are on the increase.

To the question whether classroom teachers should be allowed to administer corporal punishment to pupils 77 per cent of the elementary teachers, 63 per cent of the junior high, and 37 per cent of the senior high school teachers replied in affirmative.

* * *

More reading Material for Neo-Literates

Production of more simplified reading material to meet the needs of the fast-growing number of neo-literates in Burma, Ceylon, India and Pakistan is urged in a report prepared by 16 experts from the four countries.

Though the four countries concerned have launched national plans for the all round progress of their people, yet with regard to production of reading material for new readers, the meeting felt that "existing agencies are by themselves unequal to this task."

For this work, the following steps are proposed as the outstanding needs : training fospecialists, research into production, exchange of information, stimulation of book buying and reading, extension of distribution, cooperation of governments and publishers, encouragement of authors, encouragement of production agencies, removal of restrictions on supplies and reduction of postal and freight rates.

The experts recommended that governments assist financially in the promotion of reading material by awarding prizes ; by buying parts of editions of books considered to be in the national interest ; by direct subsidy of books impossible to publish on purely commercial terms.

* * *

School for the Disturbed Child

Ways to teach emotionally disturbed children are presented in a study made by Dr. Leonard Kornberg and recently published by the Bureau of Publications of Teachers College, Columbia University.

Dr. Kornberg makes these recommendations :

(1) Disturbed adolescents need full, continous classroom attention for a full or half-day, rather than the broken attention they usually get in Secondary schools.

(2) Disturbed children require small classrooms where intimate, face-to-face contact is possible. No class group should have more than fifteen pupils, and the ideal is seven or eight.

(3) The teacher of such children needs good supervision, on a regular, frequent basis. This should not be the usual administrative scheck on supplies and plans, but an attempt to help the teacher understand his children's needs and his own.

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The ultimate objective is to train men and women who will have enough depth and breadth of knowledge to be competent citizens in an atomic age.

* * *

The Philippine Community School

That the school should be concerned with the well-being of society seems to be generally held as axiomatic. But this is an ideal that is difficult to realise. Schools and school systems, even within the same country, are not equally successful in discharging the aforementioned role. This difference is again well marked between urban and rural society, and between a highly industrialized and an economically underdeveloped society.

The Philippine Community school is meant to be an instrument of community welfare specially in the rural areas and is born out of the wish to make education suited to the need of the times.

It was on July 4, 1946 that the Philippines became independent. There was hardly a national system of education to speak of. A thorough re-examination of the prevailing educational system with a view to its reorientation and improvement to meet the new national objectives was at once taken in hand and done.

The highly verbalistic and academic character of the traditional system had resulted in its failure to produce a sufficient impact upon the lives of the masses. Again the highly centralized administrative organization and operation gave little room for the exercise of local initiative and resourcefulness and served as a strong deterrent to the adaptation of educational programme to local conditions, and the educational practices had been mostly copies from those in the United States and were being applied in the Philippines without much regard to local customs, traditions, morals, ideals, and idiosyncracies. The use of a foreign language as medium of instruction was responsible for much waste and failure in education in the lower grades.

The Philippine Community School movement actually started in 1946-1948 as experimental programmes in a few provinces under the leadership of some progressive and enterprising school superintendents who had not known what each other was doing until they met at their first post-war convention in 1949.

The present administration places a high priority on community development among its objectives. There is now working in the Executive Office a Presidential Assistant on Community Development whose function is to develop a national organization for community development.

We may summarize briefly the outstanding trends that characterize its development. As has been indicated earlier, the Philippine Community School viewed as a national movement or programme, is aimed at making the school a more effective instrument for promoting better living, particularly in the rural areas. It is also a reaction against the undemocratic practices that characterized the traditional school system. It is an attempt to make greater use of the culture, the genius, and the resources of the people in their own education. It is a native approach to education dedicated to the welfare of the common man.

The implementation of the foregoing features has given rise to the development of techniques and procedures of all sorts. While many of such techniques and procedures are neither original nor indigenous, there are also many that may be said to be of local vintage and peculiarly adapted to the Philippine situation.

A feature peculiar to the Philippine school system is the teacher's preoccupation with community organization and improvement. Upon the stimulation or initiation of the school teacher, *purok* organizations have been established in most rural communities throughout the country which are intended to supply the machinery for social action. In the absence of these community organizations, the teachers have to take a direct hand in community-improvement activities, a practice that may adversely affect classroom instruction. Where such organizations have been properly established and leadership in community development is assumed by the laymen, the school people recede into the background and remain merely as advisers or consultants.

In the average Philippine *barrio*, the public school is the only institution and governmental agency available for leadership in cultural and educational activities.

The role of the Filipino teacher has become even more important but infinitely more difficult. The new programme has placed upon the teacher new duties and responsibilities which require him to render service beyond the traditional call of duty and to possess new skills and competencies. While before, his job was only classroom teaching, now he has to be an active participant in curriculum planning and development. While before, his work was confined within the school campus, now he has become a commnnity leader, adviser and worker.

The programme has served to focus popular attention on the problems of the rural areas and to the agency of making education more responsive to the needs of the common people. Since the launching of the community school programme, several private organizations have been established whose programmes are dedicated to commu-

nity service.

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Training for Middle Schools in Chinese Republic

One of the most pressing problems in China's whole educational system is the supply of middle-school teachers. Young people who have finished middle school are needed everywhere in the country—in Universities and technical colleges, in factories and mines and in the newly-formed agricultural producers' cooperatives.

But the supply of young men and women educated up to junior middle school or university entrance level cannot be increased unless there are many more teachers for them.

China needs nine times the present number of middle-school teachers, which is 160,000. It is planned to achieve this goal in 1967 when 150 teachers' training colleges will have been opened. Twelve years is by no means a long time for such a programme, when we note that in 1949 there were only twelve teachers' training colleges for the whole of China. When whole departments were combined and interchanged between different colleges and universities so that each could specialize more effectively, teachers' training colleges were established as separate institutions. New teachers' training colleges were also opened. Now every province in China, with the exception Shanghai, has at least one teachers' training college.

Along with the physical reorganization, a standard educational programme was laid down for all the training colleges. In their last two years the students spend up to twelve weeks actually taking classes in junior or senior middle schools under the guidance of experienced teachers.

The teaching content of every course in the standard educational programme is laid down in skeleton form by the Ministry of Education. Professors and lecturers in the Training colleges use a method of preparing their courses which has proved very successful in the U.S.S.R. All those instructing in the same subject, or closely related ones, join together in a "teaching and research group", to which post-graduate students and assistant lecturers are also attached for training. Each instructor writes his own lecture-notes, after which the whole group meets for discussions on method and content. All new experiences are pooled, the teaching material continually being enriched in consequence.

Apart from their regular work, teachers' colleges now offer a great variety of spare-time training, refresher and correspondence courses. Practising middle-school teachers who wish to improve their knowledge, and primary-school teachers who want to prepare for middle-school jobs can now obtain a diploma in this way. All forms of tuition are free, and the courses last for three or five years according to their nature.

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Unesco Translates Indian Classics

One of Unesco's tasks is to encourage and facilitate translation of the works most representative of the culture of certain of the Organisation's Member States in to the languages that are most widely spoken. In this way the Organisation hopes to contribute to mutual understanding between peoples, by making the masterpieces of other literatures available to all. Under this programme a number of Indian classics have been selected for translation into English and/or French. Notable among these are: Bankim Chatterji's Krishnakanta's Will, Prem Chand's Godan (The Wish Cow), Kamban's Ayodhya Canto of the Kamba Ramayana, Llanko Adigal's Shilappadi Karam, Poems of Kabir and the Adi Granth—the scriptures of the Sikhs.

An Anthology of Sanskrit Texts and selections from the Rig Veda in French is also under preparation. A french translation of Tonkaramche Abhang (Marathi) has already been published.

Liberal arts courses, long among the missing, are stirring to life in the college halls of the teacher education institutions in America.

* * *

Welcome The Liberal Arts

The prospective teacher will more likely than ever be given a foundation in the humanities, the social, physical and natural sciences. The Mills College of Education has already taken a long step in narrowing the gap between the professional curriculum and the

liberal arts. Mills is typical of many institutions that believe a teacher should be a person of broad culture, with well-developed interest.

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Women Ph. D.'s

A growing number of American women are now entering graduate schools, according to a report by a faculty-trustee committee at Radcliffe College. But though the number of higher degrees taken by women has tremendously increased in recent years, a wide gap still exists between the proportion of superior men and women who continue with their graduate work.

Another survey conducted in 1955 had brought out that although the number of girls who finished high school was approximately the same as the number of boys, and the distribution of intelligence equally balanced, the similarity ended there. Nearly two-thirds of the qualified boys entered college and 55 per cent remained to graduate. Only 42 per cent of the girls went on to college, and 37 per cent graduated. On the graduate level the disparity was even greater: 5.6 per cent of all men college graduates received their Ph. D.'s in contrast to less than 1 per cent of women college graduates.

I remember the great teachers of my school and university days. P.K. Telang, Damodar Prasad, Rane, Strang, Sane, Cunningham, Saha, Heisenberg and my maternal grandfather, true, good men, who put every ounce of their strength into their work and came out with ideas that moved you because they had themselves been moved by them. All the best they knew was for the student. The student was to them an intellectual equal be he twelve years old or twenty-five. Perhaps this is the secret of the great teacher. To spare no effort in learning himself and to keep nothing back in teaching.—C. N. Chak

Alfred Adler : An Introduction to His Psychology. Lewis Way ; Pelican Psychology Series ; Pages 252 ; Price 3/6s.

ADLER came to the mind through the body. It was through his work on Organ Inferiority that he developed his theory of Inferiority Feelings. "The importance of Organ Inferiorities............transcends by far their merely medical significance. They initiate strivings which may persist for a life-time and carry the person on from weakness to success, to over-compensation and towards perfection." Inferiorities are not always to be regarded as disadvantageous but "as the stimulus to compensation, as pointers towards the goal of individual and racial improvement." "He who cannot walk will desire to swoop and to soar as master of an aeroplane, he who is the smallest and controls nobody will be the police-man who controls the traffic." The rule of heredity in character traits is relatively unimportant.

Neurosis, in Adler's view, is a style of behaviour which can arise out of an uncompensated feeling of inferiority. "Every problem child, every neurotic, every drunkard, criminal, and sexual pervert, is making the proper movements to achieve what he believes to be the position of superiority."

According to Adler "Consciousness and Unconsciousness move together in the same direction and are not contradictions, as is often believed...............it is impossible to decide upon what is conscious and what is not until the whole connection has been obtained."

The task of dreams is to provide a solution for the difficulties with which we are faced. He does not believe in any fixed symbolism and interprets the dreams "according to the mood they leave behind."

The patient can be freed of his neurosis only by a reorientation of his entire personality. The technique of individual psychology requires time and patience, though partial success should be visible in three months.

Adler's ideas on sex were neither those of a puritan nor of a pleasure-seeker. Amongst human beings sex s refined into love. ' Each partner must be more interested in the other than in himself. This is the only basis on which love and marriage can be successful." "Such trifling with love as is seen in promiscuity, prostitution or in perversions deprives love of all its grandeur and glory and all its aesthetic charm."

"The most important period of educating the child is during his five years, before setting in of the life's style." "The basis of educability lies in the striving of the child to compensate his weaknesses." Corporal punishment is always harmful to the child. The ideal guiding the child's education should be to make him independent.

Way is to be congratulated for his presentation of Adler's Psychology. It is done in a popular and interesting manner. Adler's theories of Inferiority, Neurosis, Love and Marriage, and Education of Children are presented simply and without loss in accuracy. The book is well written and will be found interesting and useful by students of Psychology, teachers and parents.

Sohan Lall.

The Delightful A.G. Gardiner. Macmillian and Company Ltd., pp. 160. Rs. 1/2/-.

THIS excellent selection of essays of the inimitable 'Alpha of the Plough' is all that its publishers claim for it. It is eminently suitable as a textbook for Intermediate or Pre-University classes and will help to educate, entertain and interest the young better than more ponderous and pretentious collections of essays can do. This selection should be most helpful to teachers of English in their struggle to interest students in a language and literature which they feel to be worth imparting for its intrinsic values —whatever politicians may have to say on one side or the other.

Collections of essays prescribed for schools and colleges often tend to contain extracts of essay length taken from books, pamphlets or chapters. This has led to difficulties in comprehension and has confused the minds of students as regards that delightful *genre*—the essay. "The Delightful A. G. Gardiner" will give teachers and students the opportunity to get well acquainted with the work of a true and charming essayist. Here Gardiner's delightful personality is at unbuttoned ease and contact with it is invigorating and exciting. A collection of essays by different authors makes often for a vague dissatisfaction at being able to know only one facet of a particular personality. Here, on the other hand, is ample opportunity of contact with a personality as charming if less elusive than that of Elia. Light as these essays appear one feels behind them a certain weight of learning and wisdom. The quintessence of a fragrant and wise personality is distilled into them and will evoke the instantaneous response of the young and the sensitive.

Shrewd and penetrating observation of human nature forms the basis of Gardiner's essays. We recognise ourselves or our friends and acquaintances in essays such as "On Habits", "On Being Idle" and in "On the Joy Note". The humour is kindly even though based on a clear-eyed and sane observation and understanding, for Gardiner is a realist in the best sense of that much abused word. That his remarks bear no sting is a welcome corrective in an age where there is enough cynicism in life as in literature. Gardiner does not avoid serious reflection—but the keynote of the essays is a certain joyousness. He feels and makes his readers feel with him that it is good to be alive. He loves the town and responds sensitively to its sights and sounds, but he is equally evocative of the moods of nature. The delicacy of his treatment of nature makes prose-poems of some of his essays.

All his experiences are those of other men. He does not go out of his way to startle. There is a mellowness that is restful and yet a zest and sparkle that entrances.

His style under its deceptive simplicity is full of delicate nuances and a subtle elusiveness that reveals the scholar, yet it is a scholarship that is lightly borne and he is able to establish a *camaraderie* with the common reader. The reader is refreshed by this uncommonly integrated and cultured personality who has enjoyed joy and peace after living through two world wars.

The book is well got up, convenient to handle and the print easy on the eye. The notes and questions are brief and to the point, and ought to be useful. It may confidently be recommended as a textbook for schools and colleges.

K. Achaya

The Art of Life. Macmillan and Co Ltd. Calcutta (A Selection of Twentieth Century Prose) 1956. pp. 151. Rs. 2/2/-.

HERE is a well-produced, inexpensive publication intended primarily for students of Indian universities. The essays are judiciously assembled from the writings of well-known masters of English prose and men who have made a mark in the fields of science, philosophy and statesmanship.

They are twelve in all, informative, reflective and a few of them entertainingly light "tripping on the light, fantastic toe", each opening up a clue to the art of living. The sort of basic information that should form part of the equipment of any well-stocked mind is contained in G. Lowes Dickinson's *The Athens of Socrates and Plato.* It shows how democracy functioned in its

infant stages in ancient Greece. Sir Richard Livingstone's chapter on "Science" dwells on the mighty role science plays in the present day and shows how if tampered with, it can become a menace and mean disaster. This essay together with Bertrand Russel's "World Government" hammer out questions that should make the reader sit up and take notice. The art of life cannot afford to rob itself of the time to stand and stare. The key to the appreciation of the gifts of Nature is given in "Culture and Nature" by Powys.

One can, if so minded, gather knowledge, like bees gathering honey; one can puzzle out and think about things but so much of the art of living depends upon the attitude to life which reading and thinking help to shape. Joad's "The Gandhian Way", Nehru's "Basic Wisdom" and Chatfield's "The Art of Living" and Somerset Maugham's "On Growing Old", culled from "A Writer's Note Book" and A. C. Benson's "The Art of Conversation", all in their different ways are instructive aids to the cultivation of a proper sense of values.

The essays are examples of good English prose and there could not have been a better choice for inculcating in the young a sense of style.

If one cannot enjoy a healthy laugh now and then, one misses so much and it is gratifying to see included in this collection Sir Marx Beerbohm's' "Ichabod" and Robert Lynd's "In Praise of Mistakes". Many a truth, it is said, can be revealed in jest and if our university youths can view life in the manner of Sir David Low in his "I Believe" there is nothing to fear. It is not necessary, thank Heaven ! to be heavy to unlock the door of the art of life.

N. K. Sundaram

Practical Ability. Veda Prakasha ; Central Institute of Education, Delhi ; 1956; pp. 55 ; Rs. 1/8/-

IN this study the author examines critically the researches carried out by different workers on practical ability. Two different kinds of approaches have been adopted by research workers in the investigation of the precise nature of practical ability : (1) introspective analysis of the abilities required in the carrying out of a given type of practical job ; (2) statistical approach by examining statistically the results obtained by giving various kinds of tests. The author is principally concerned with the second approach. For descriptive convenience the author has a four-fold classification of tests of practical ability : (a) performance tests, (b) tests of mechanical ability, (c) tests of motor and manual abilities, and (d) group tests of space perception. There is a brief description of the origin and development of the different kinds of tests and important researches carried on them.

The author summarises the experimental studies on the tests in these words :

(a) Performance Tests : In the earlier investigations studied mainly by the correlational and spearman's terard-analysis methods the weight of evidence is against the hypothesis of the existence of a common factor, over and above the general intelligence. The more recent evidence, however, studied by the more advanced factorial techniques favours the views that there is such a factor that probably is spatial in nature.

(b) Tests of Mechanical Ability : In general it might be concluded that since different investigators have employed different measures of mechanical ability, their findings are not strictly comparable. N.v.r-theless, the frequent appearance of a space factor in many of the investigations suggests that if over and above general intelligence there is another common factor in such tests, its nature is very likely to be spatial.

(c) Tests of Motor and Manual Abilities : The evidence for the existence of a groupmotor or manual dexterity factor is reported by a number of investigators, but the evidence does not seem to be conclusive. Even if its existence is granted, its influence appears to be very much restricted as compared to the influence of specific factors involved in doing manual tests.

(d) Group Tests of Space-Perception: It may be concluded with some confidence that group tests of space-perception in addition to being very effective measures of general intelligence also sample another ability requiring facility in visuo-spatial imagery.

Thus there is evidence that researches on three of the four kinds of tests of practical ability namely, performance tests, tests of mechanical ability and group tests of space-perception show the presence of group factors whose psychological nature has been often interpreted by the investigators concerned in spatial terms.

The author then takes up the investigations conducted specifically to determine experimentally the relationship between these factors. After examining critically the various investigations, the author comes to the following conclusion. While it does not mean that a score of a given child on a certain test of practical ability will be entirely dependent upon general intelligence and the ability to appreciate space relations—because in any particular test performance, specific factors will also come into the picture—the two factors that appear more constantly present than other, in tests of practical ability are general intelligence and the ability to appreciate space relations.

T. K. N. Menon

Studies in the Teaching of English in India—V.S. Mathur and M. Varma. S. Chand Publishers, Delhi ; 1955 ; pp. 122; Rs. 2/12/-.

THIS book is a revised edition of a collection of articles on the teaching of English first published in 1946. The authors claim that it has been brought up-to-date and adapted to suit the new role of English in India. The topics treated are oral work, the teaching of reading and writing, grammar, dictation, explaining words and phrases, correcting written work, teaching prose and poetry, achievement tests and teaching aids. There is a useful chapter on the role of magazines, a topic that does not always find a place in books on the teaching of English. The chapter on the development of literary appreciation will not apply to High schools all over India. Where there are Higher Secondary schools the teacher may be able to make use of some of the advice given in this chapter and in the chapter on general English, but with the limited time now given to the study of English and the consequent drop in standard, much in these chapters is more appropriate to junior stages of college work.

The book is written in a rather pretentious and ponderous style, and one wonders sometimes how much inspiration a young teacher would get from it. There are other books, not even mentioned by the authors, which make livelier and more interesting reading. It seems strange that there should be no mention of Mr. French's or Professor Gatenby's books although Thompson and Wyatt, Wren and Morris are quoted. In the chapter on the teaching of reading, called somewhat ungrammatically, *Teaching to Read* there is no mention of the sentence method of reading even though that method answers some of the criticisms of other methods made by the authors. In the chapter on the teaching of writing there is again no mention of different methods of teaching this essential skill. One begins to wonder if the authors have kept abreast of modern thought and writing on these matters, or if they have really struggled with the day-to-day problems of the classroom teacher.

Examples and illustrations are of far more value to the young teacher than pages of theory, and one wishes that there had been more of these in the book. Why are the three examples of notes of grammar lessons all on the same topic and for the same level ? Teachers would appreciate examples of ways of tackling the more difficult topics. Why are the examples of achievement tests all multiple choice and all tests of vocabulary ? Some of the few illustrations are not always very illuminating. Does the sentence "Gandhiji was a famous man of India" really give the pupil the meaning of 'famous' ? Might he not be left with the idea that famous means *good*, or *humble*, or *kind*, or *loving*, or *unselfish* or *self-sacrificing* ? Surely more than one sentence is needed. "People all over the

world have heard about Gandhiji. Children in America, in Britain, in China know that he worked for India's freedom. When they hear the name Gandhi, they think of India at once. Gandhiji is famous. Everyone knows about Nehruji also. He is famous. Stalin was famous. George Washington was famous. Tell me some more famous people", etc. It is so necessary that teachers should realise that the meaning of new words needs to be built up and impressed by repetition, that the example of a single sentence is most misleading. Perhaps the authors will be able to rectify these shortcomings in a future edition.

J.F. Forrester

Pictorial English Course (Part I) N. K. Aggarwal. MacMillan and Co. Ltd., Calcutta. pp. 116.

"PICTORIAL English Course" devises a new method to teach English grammar, composition and translation to a Hindi-speaking child, who is just beginning to learn English. The aim of the book is two-fold—first, the teaching of the first principles of grammar in the easiest way with the help of parallel terms given in the vernacular ; and, second, the teaching of composition and translation with the help of pictures which have a close bearing on the daily life and environment of the child.

A novel method of teaching grammatical terms has been introduced so as to make the study of a "dull" subject like grammar appealing and interesting to young children. Short and self-sufficient definitions of noun, verb, adverb and pronoun etc., are also given with the definitions that ordinarily appear in a grammar. These, with the parallel terms given in vernacular, definitely facilitate the learning of English grammar by comparison and contrast.

The grammar lessons have been so devised as to correlate the teaching of grammar with the teaching of composition and translation. Picture reading is introduced in the first instance. Simple and familiar pictures help the child to learn the name of the object etc., in English very soon. 'Memory lessons' are also given in some places to enable the child to recall what he has already learnt. Translation into the vernacular facilitates the learning process. In some places the basic vocabulary to be employed by the student is also given at the end of the lessons for reference.

The first principles of descriptive and picture composition are also taught by means of suitable pictures. By means of answers and questions a child soon learns how to describe a given picture in his own words in a few, short, simple sentences. Specimen letters to relations, friends, etc. are included. Finally there is a basic vocabulary of about 400 words.

In one or two places the author indulges in unnecessary explanation of 'how' and 'why' we use grammatical terms. Assuming for instance, that the child knows the vernacular grammar it is unnecessary to explain why we use a verb or a pronoun.

On the whole this new method of presentation offers the hope that the Hindi-reading child will learn the English language quickly and well.

A. Gupta

The Scientific Basis of Woman's Education. G. M. Chiplunkar ; Taraporevala Sons, & Co., Bombay ; Pp 334 ; Rs. 3/-.

THE first half of this book is studded with quotations from various standard authors culled deliberately to sustain the author's argument that woman is physiologically and psychologically so different from her male counterpart that a different type of education from that which is considered normal or general for everyone should be arranged for her. In short, its burden can be epitomised by citing a quotation from the book itself, "that wifehood and motherhood are the two careers open to woman and child-widows......Women should be given a thorough training in housewifery and they should be prepared scientifically and rationally for this career", and again that education in the case of woman should "develop the power of maternity in soul as well as body." To achieve this end the sciences should be given "an altogether different turn" and should be taught only as applied to household needs.

The second half of the book is a logical corollary to the first and sets out the objectives of the institutions which will purvey such a specialised training and specifies their curricula and syllabi. The emphasis throughout, as must have been guessed, is on Domestic Science.

This book reminds one of the Schopenhauer's desperate conclusion, "The world is *my* idea." It obscures the real issue and ignores the social and economic conditions prevailing today. That woman has the right and the capacity to participate in every field of endeavour and learning is too fundamental a verity to be questioned. To close the avenues of enlightenment and education (at whatever levels) to any one section of the body politic and not to utilise its inherent talents, is to do the nation a disservice. What is required is the eradication, not the perpetuation, of imbalance in society. The aim of education is the development of character, initiative, a sense of responsibility, self-reliance, a creative and sensitive intelligence coupled with an adventurous spirit and an appropriately integrated personality which can successfully meet the challenge of modern life in every sphere. To deny this opportunity to woman is to deny her her birthright and to devitalise her by a subjection of her mind and spirit. This is the very negation of the principles of liberty, justice and the fundamental freedom of the individual which the Constitution guarantees equally to every citizen of India.

The word "Scientific" in the title is misleading as preconceived notions have led to preconceived conclusions, which are neither dispassionate nor objective. The book neither sees life steadily "nor sees it whole", nor views "the object as in itself it really is". The true educationist will be well advised to take this book seriously only in order to realise the dangers of its advocacy, a serious one being the creation of a willing suspension of judgement in unthinking people, thereby making them believe in such a destructive indoctrination.

E.B. Joshi

Citizens of Tomorrow Published by Authority of the Council of King George's Jubilee Trust, Odhams Press Ltd. ; 1955 ; Pp 142 ; Price 3s.

THIS valuable study contains four papers of working parties on different aspects of the problem of future of young people with which every nation is vitally concerned. The study is divided under four heads, namely,

(a) the period of full-time attendance at schools ;
(b) the period after leaving school—influences of employment ;
(c) the period after leaving school—influences of leisure time ; and
(d) the period in the services.

"The object is to make practical recommendations as to the upbringing of young people in this country. This will require an examination and report on the influences, good and bad, intended and unintended, which bear on young people and which affect their development in body, mind and spirit ; on the extent to which young people make use of the opportunities at present available for such development ; and on ways in which these opportunities might be bettered in variety, scope and objective."

The studies emphasise the importance of the influence of home, of parents and of religion. They emphasise moreover the fact that the sound upbringing of young people depends not so much on the State and its instruments as on the adults they come in contact with in their daily life. The guidance from an adult, whether he is a parent, a teacher, a trade unionist, an employer, or officer in the forces of the crown, contribute significantly to the upbringing. The second point they emphasise is the need for some faith, be it Christian principles or principles of ethics in the broadest sense. The third point made by them is the gap that exists between the end of school life at the age of 15 and the entry into national service at 18 and the need for increasing provision for further education of boys and girls of the age group, 15-18, by the introduction of country colleges where appropriate.

The reports which are condensed documents appear to have surveyed different aspects of the problem almost exhaustively. Some of the recommendations should be of

interest to us in India :

(a) to assist the schools to foster in their pupils a responsible attitude to work as a contribution to health, wealth and happiness of the community ;
(b) to strengthen the Youth Employment Services ;
(c) to develop close cooperation between parents and teachers ;
(d) to increase the provision of leisure time facilities for school children and of playing fields for young people ; and
(e) to assist the development of youth services by a provision of additional funds, and to promulgate a policy with regard to recruitment, training and conditions of service of professional leaders.

K.L. Joshi

Manhood In The Making edited by T.F. Coade ; Published in India by Taraporevalas in their 'Self-Improvement' Series; Pages 288 ; Price Rs. 5/4.

THIS collection of essays is addressed to teachers and parents and a reading will convince anyone who requires to be convinced that teaching and bringing up children are both creative activities,

In the early years of the child's life with which the book deals, the child is exposed to new concepts and ideas, new relations and realisations, and requires sympathetic handling and the best of guidance both at home and at school. It is now that the child has to learn to develop its thoughts, emotions and appetites. The book adequately stresses the importance of the teacher's role at this period of the child's life.

Education ultimately is a preparation for the good life. A child has to be prepared for its role as a member of his family, as a citizen, and a social being. Herein lie great opportunities, for a better educated world can be a better world.

The book includes essays that view the child in all these roles. It is divided into three parts : 'The Material' dealing with the physical, emotional, mental, and spirtual health of the child ; 'The Makers' speaking of the roles of teachers and parents ; and 'The Making' discussing such topics as co-education, vocational guidance, Public schools and Secondary schools. Many of these essays have their roots in Britain but the problems dealt with are the same that confront us here in India today.

The book is the work of some 'like-minded educationists, and though there are repetitions at places, it has a definite unity. A work of specialists, it still avoids theorising and dogmatism and is full of actual teacher-experiences which make it interesting and readable.

It has, however, a definite male bias and completely overlooks the education of girls. The get-up is good though printing in places shows signs of hasty production. A useful Bibliography is given at the end but the 2-page Index is rather meagre. The book could also have been more moderately priced. All things considered, the publishers have to be congratulated upon bringing out an Indian edition of this useful book.

H.S. Bhola

The Pair of Them Dorothy Cowlin, London, 1956. pp. 254. 15sh.

THIS is a novel about a teacher rather than an educational novel. Barbara Neave, the heroine, a Lancashire girl of intelligence, enterprise and disarming candour, might have been admirable in any sphere of activity. In consequence, she is admirable as a teacher. She is energetic, alive, responsive to her students and endowed with just that gift of laughter and *joie de vivre* that is so essential to teaching in the hard areas of any country. Nevertheless there is nothing to indicate in this novel that Barbara is either a born teacher or a woman with any special preference for education. Rising out of a working-class family, she climbs the scholarship ladder to university level, and enters the teaching profession at the time of a 'glut' of qualified teachers. She is obliged to accept a job in a small Elementary Church School. Her slow apprenticeship is told all too swiftly in terms of the experience she gets at the business of teaching but enough time is spent on it for one to deduce the atmosphere of such

austere schools and to indicate how much a teacher must give to work of this kind, who wishes either to survive or to justify her calling.

Disappointingly for the educationist, though perhaps not for any one else, the book deals largely with the private emotions and the personal life of a woman who is a teacher. Much of it is spent in showing Barbara Neave's apprenticeship in understanding and her gradual realization that it is easy even for the most intelligent of us to mistake glitter for gold in the choice of our closest friends. This means that the novel (that derives its title from a pair of Indian idols that it is unlucky to separate) is not primarily of profit or even of profound pleasure to *teachers.* It may, indeed, bring comfort to women teachers in India to know that their opposites in a country more educationally advanced than ours, can suffer much the same disappointments and setbacks as they themselves. But this apart, there is little to lift "The Pair of Them" into the category of good educational novels in which I would place such books as Winifred Holtby's "South Riding", "The Dodo" and *longo intervallo* "Down the Corridors."

M. W.

The New Headmaster. Alan Ker ; Chapman and Hall, 1956.

RARELY have I been so misled by the blurb of an educational novel. "The New Headmaster" is reported to be "a gentle satire on some new methods in education. The hero is an attractive, lazy little boy, who knows by instinct, better than some of his teachers, what is good for him. He secures the truimph of justice by sticking, though almost incoherent, to his own notions of propriety, against firm pressure from House Master, Head Master and Governing Body. The battle is fought out against the background of Public School life amusingly described in all its charming absurdity."

Perhaps it is that the Public School, as described in this book, can exist in no country except the country of its birth—Britain. Perhaps it is that the serious understanding and acceptance of this novel implies an attitude of mind, half-serious, half-flippant, that obtains chiefly among British Public School men. But read in almost any other part of the world, this book is apt to leave the impression that strange things go on at the Public Schools of which Astonbury College is an example.

"The New Headmaster" sets out with 'gentle satire' to ridicule Mr. Digby, a new Headmaster, who is chosen haphazard to be placed in command of Astonbury College. Mr. Digby has advanced ideas on psychology that are wholly acceptable to the modern world though they appear to be unsuitable to the modern British Public School, or so Mr. Ker seems to suggest. One of Mr. Digby's obsessions is an obsession against the use of corporal punishment and for this obsession he pays by being made to reverse his judgement against an undisciplined member of staff, and by being more less forced to abdicate as Head Master.

There are, it seems to me, sufficient educationists in all parts of the world today, who would be of precisely Mr. Digby's way of thinking in matters affecting corporal punishment. Yet they would be upheld in the schools that they govern, by the Governing Bodies that govern them, as they would by the countries they seek to to serve.

It seems in the last analysis, therefore, that it is the peculiar character of the British Public School that makes Mr. Digby seem a little ridiculous. In dealing with William Thrale, the school boy hero of this book, he is supposedly in touch with the *typical* Public School boy who regards corporal punishment as justice for a fault committed. This school boy is apparently unresponsive to advanced psychological methods and even to the sophisticated handling of his Senior Assistant Master, Mr. Splender. He is, however, touched by the dismissal of Mr. Pleydell, the only master who appears to have been guilty of persecuting him.

There are various ways of looking at Pleydell's treatment of the boy and Mr. Ker is at pains to point out that Pleydell is essentially a decent man who believes that he can improve the boy by beating him.

Apparently, the boy sees eye to eye with Mr. Pleydell. Moral : there is a certain set attitude among students of Public Schools to masters of Public Schools in respect of crime and punishment that advanced psychology cannot transform or destroy.

If this be the moral, then it seems that the Public School in Britain has reached the end of its development. And I cannot say that the end reached is desirable either for the William Thrales of Britain or for their equivalents, if they exist, in India.

Muriel Wasi

Choosing A Career. C.T. Philip, Oxford University Press, Bombay ; 1956.

IN this short but rather crowded writing, the author of the book has tried to put the why and how of Vocational Guidance in simple non-technical language. It argues forcefully the case for Vocational Guidance. It is a pity, however, that the very first chapter lays stress on the mistakes teachers and parents are liable to make (who is not?) rather than the assistance they can give to the professional worker.

The book proceeds to deal with the various factors involved in vocational adjustment, and with the methods of guidance. It should do much to dispel the one sided view held by many, who have the dangerous "little knowledge" of Vocational Guidance. But one feels that rather too much is attempted for the size of the book—less than a hundred and fifty pages. A wide range of ideas is touched upon. One is led from point to point rather breathlessly. Often one trend of thought is deserted in mid-air in favour of a fresh one.

A more serious limitation is the wrong attitude that might be fostered by certain sections of the book. The chapter on temperaments, for example, gives the impression that the Vocational Adviser (as he is referred to in the book) is a kind of spy trying to get the better of the student, rather than one whose aim is to help the student to understand himself.

The author seeks to achieve too much. He addresses Employment Exchange Officers, career masters, teachers and even students and the general public. But professional jargon is avoided and complex ideas are explained in simple language. The suggestions made are practical. The Appendices include useful reference material. As what is attempted in this book is difficult; even partial success should not go without recognition.

C.B.E.V.G.

Report of the Summer Camp of Delhi Principals published by the Department of Extension Service, Central Institute of Education, Delhi.

THIS is a report of the Summer Camp of Delhi Principals held at Pahalgam during June 4-25, 1956 under the auspices of the Department of Extension Service of the Central Institute of Education, Delhi.

The problems discussed by the Principals are those with which they are most concerned in their day-to-day work, namely : problems of evaluation (including examinations); problems of Discipline ; extra-curricular activities ; staff cooperation ; teachng children how to study ; assignments, home tasks and their corrections ; helping backword children ; home and school cooperation. The various aspects of these problems are carefully considered and concrete and practical suggestions made to solve them. While pointing out the responsibility of educational authorities, school managements, parents, and the community towards the school, the Principals have done some hard thinking on their own responsibilities. The discussions in the Report are based on conditions in Delhi schools, but as the problems discussed are not isolated or parochial the Report should be of interest to teachers all over India.

H.S.B.

Bhartiya Samskriti Ka Vikas Part I ; Dr. Mangal Dev Shastri. Samaj Vigyan Parishad, Kashi Vidya Pith, Banaras.

AMONG the many gaps in modern Hindi literature which are gradually being filled in now, one of the biggest, perhaps, is literature on a series of cultural subjects. Recently there have been some welcome

attempts at a rational study and interpretation of Indian culture, and the present book can take an honourable place among them. It makes a valuable contribution to the study of Vedic Indian Culture. In spite of the great interest evinced by scholars, both foreign and Indian, in Vedic literature, (dating back to the beginning of the last century) the culture of the Vedic Indians has not always been properly evaluated. Either too much or too little has been read into the Vedic hymns and the perspective has almost always been faulty. The chief value of the present book lies in the fact that its author has tried to find a correct perspective to Vedic studies. He has stated very correctly that the Vedas can neither be seen in isolation as the outpourings of the feelings and aspirations of a gifted but primitive people, nor yet as the 'open sesame' for every kind of knowledge under the sun, old or modern. Rather, we have to reassess the Vedic hymns as the remarkable record of a culture which was the fountain-head of the stream of Indian civilisation. This stream, as it flowed along through the ages, gathered strength and volume and richness from many tributaries. But it never lost its own individuality. Extensive extracts from the Vedic and post-Vedic literature and brilliantly co-ordinated, are given to prove this point.

The author also takes great pains to show that the numerous and sometimes mutually conflicting sects, cults and creeds which grew up in post-Vedic times are not marks of cultural disunity, but rather diverse, and quite often refreshingly bold, attempts at interpretation of Vedic thought and philosophy. Indian culture may have many faces, but its soul is one.

The book suffers somewhat in readability by being a collection of articles and addressess which the author wrote or delivered from time to time. This has resulted in a certain amount of over-lapping and repetition, and the author's obvious efforts to knit the matter into a unified whole have not been altogether successful.

The style and diction are also quite unnecessarily elaborate. A little simplification of both would have added to the value of the book.

Yaduvanshi

India—Cultural Review Edited by Madanjeet Singh, Embassy of India, Rome. Published by the Ministry of External Affairs (India)

THIS 96-page book seeks to acquaint the unfamiliar with the different facets of Indian life and thought, and gives a cursory view of the country's development (in a few selected spheres) since its independence. The wisdom of the Vedas, the cultural heritage, the resources of the country and the urge for science and progress that animates its people—all these are briefly told in short articles, with beautiful pictures and illustrations and reproduction of art greatly adding to the value of the book. For its artistic layout and fine production, the book needs a special word of praise.

Kala Thairani

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Educ Quar—Education Quarterly. Rs. 8/-/- Ministry of Education, Government of India, New Delhi. (q)

Educ Forum—Educational Forum. P. K. Roy, Managing Editor, Central Institute of Education, Delhi-8. (q)

Educ Ind—Educational India. M. Seshalam. Managing ed. Rs. 4/8/- Educational India office, Masulipatam (S. India). (m)

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KEY TO ABBREVIATIONS

+	Continued on later pages of the same issue.
&	and
Ap	April
Ag	August
Jl	July
Je	June
Mr	March
My	May
m	Monthly
no	Number
q	Quarterly
S	September.

The following is a sample explanation of abbreviations used :

Keat, B. Y.

Recent developments in social education in India. Ind Jnl Adult Educ 17 no 3: 20-27S'56.

The article of B. Y. Keat will be found in the Indian Journal of Adult Education Volume 17 number 3 on pages 20-27 of the September issue of 1956.

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